

DOCUMENT RESUME

ED 164 825

CE 018 598

AUTHOR VanAusdle, Steven, Ed.
TITLE Symposium. Vocational Education's Role in a Changing Economy. (Spokane, Washington, April 26, 1978).
INSTITUTION Washington State Council of Local Administrators of Vocational Education and Practical Arts.
SPONS AGENCY Washington Office of the State Superintendent of Public Instruction, Olympia.; Washington State Board for Community Coll. Education, Olympia.; Washington State Commission for Vocational Education, Olympia.
PUB DATE 26 Apr 78
NOTE 60p.
EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
DESCRIPTORS Conference Reports; *Economic Development; Economic Factors; Educational Accountability; *Educational Responsibility; Employment Opportunities; Federal Legislation; Job Market; Public Policy; Social Influences; *State Action; State Programs; Statewide Planning; Symposia; *Vocational Education
IDENTIFIERS Washington

ABSTRACT

The symposium reported here was held to provide representatives from business, industry, labor, agriculture, government, and education an opportunity to examine the present and future role of vocational education in the state of Washington. First, this report presents the opening remarks regarding vocational education's role in a changing economy and the keynote address dealing with vocational education in the 1980's. Next is a section covering the exchange of viewpoints on vocational education between educators and leaders in business, industry, labor, and agriculture; it includes the individual presentations of seven panelists, a summary of the panel discussion, a presentation focusing on the future of vocational education in the nation, and a student's perspective on vocational education. The next section covers a panel presentation in which four legislative leaders exchange viewpoints on vocational education with four educators. A summary statement concludes this report. (EM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED164825

SYMPOSIUM

Vocational Education's Role in a Changing Economy

Hosted by

THE WASHINGTON COUNCIL OF
LOCAL ADMINISTRATORS
OF VOCATIONAL EDUCATION

Co-sponsored by

COMMISSION FOR VOCATIONAL EDUCATION
STATE BOARD FOR COMMUNITY COLLEGE EDUCATION
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Spokane, Washington
April 26, 1978

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Steven L. Van Ausde

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE EPIC SYSTEM CONTRACTORS."

CE 018 598

THE WASHINGTON COUNCIL OF LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

WCLA is the section unit of the Washington Vocational Association for administrators of vocational education programs in the state of Washington. WCLA is affiliated with the National Council of Local Administrators of Vocational Education and Practical Arts and the American Vocational Association. The purpose of the WCLA is the promotion and development of vocational education in the public school system (community colleges, technical institutes, secondary) of the state of Washington through the mutual encouragement and assistance of the members in matters of organization and supervision of local programs.

EXECUTIVE COMMITTEE OF WCLA

Steven L. VanAusdle, President

Bill Mohler, President-Elect

Joyce Hamilton, Secretary-Treasurer

Jim Brooks, Past-President

Ken Watson, Secondary

Milton Rouse, Vocational Technical Institutes

Allen Suver, Community Colleges

PROCEEDINGS PREPARED BY:

Suzanne Simonson

Mary Bossen

Irma Coronado

EDITED BY:

Steven L. VanAusdle

Table of Contents

Foreward.....	4	LEGISLATIVE LEADERS EXCHANGE	
OPENING REMARKS . . .		VIEWPOINTS WITH EDUCATORS	36
<i>WCLA Symposium —</i>		Al Bauer	37
Steven L. VanAusdale.....	6	Barney Goltz.....	38
		Phyllis K. Erickson	39
		Glen Rose	40
KEYNOTE ADDRESS . . .		Homer Halverson.....	43
<i>Vocational Education in the 1980's —</i>		Joseph Malik	43
Sar A. Levitan	8	Gary Kohlwes	44
		Dave Steele	45
		John Walker	46
BUSINESS, INDUSTRY, LABOR, AND			
AGRICULTURE LEADERS EXCHANGE		SUMMARY STATEMENT . . .	
VIEWPOINTS WITH EDUCATORS	11	Andrew Korim	47
Miner H. Baker	12	Bill Mohler	50
John B. Corson	14		
Evylen Jordan	15	Educators Eye Revenue Base.....	51
Lou Stewart	17		
Homer J. Halverson.....	19	List of Participants	52
Dr. Joseph A. Malik.....	20		
Gary F. Kohlwes.....	21		
Dave Steele	23		
Panel Discussion	25		
<i>"Future of Vocational Education in the Nation"</i>			
Gene Bottoms.....	29		
<i>"Vocational Education —</i>			
<i>A Student's Perspective"</i>			
Julie Smiley.....	32		

FORWARD

This document is a product of the WCLA symposium, Vocational Education's Role in a Changing Economy, which was held in Spokane, Washington during April 1978. The symposium was co-sponsored by WCLA, the Commission for Vocational Education, the State Board of Community College Education, and the Office of the Superintendent of Public Instruction.

Why and how did the symposium happen? Last year WCLA conducted a comprehensive survey of vocational administrators in the state of Washington. Administrators were asked for their perceptions on the most critical issues facing vocational education in the state and for ideas on how their professional organization might make a significant difference. The major outcome of the assessment was an expressed need for perspective; to exit from the daily operation for a day and participate in an activity designed to examine the role of vocational education in our state now and in the future.

The WCLA Executive Committee responded to this request by deciding that sponsoring a symposium focusing on the expressed interest of the membership would be top priority in the program of work for 1977-78. The executive board of WCLA served as the initial planning committee. An early decision was made to ask the Commission for Vocational Education, the State Board for Community College Education, and the Office of the Superintendent of Public Instruction to co-sponsor. It was the intent of the planning committee to have the agencies shaping the future of vocational education in the state involved in the planning and delivery of the symposium. The planning committee with representation from two agencies and the commission then structured the symposium with the following purposes in mind:

1. To assemble key representatives from business, industry, labor, agriculture, government, and education to address the role of vocational education in Washington now and in the future.
2. To enhance the ability of those concerned with vocational education to objectively as possible determine the future role of vocational education in this state.
3. To identify and assess the impact of forces which shape vocational education.
4. To create an information base useful in assessing current and shaping future policy and and procedures relative to the operation of vocational education in this state.

Outcomes of the symposium as perceived by the planning committee follows:

1. Representatives of business, industry, labor, and agriculture emphasized the need for a competent labor supply. A concern was expressed regarding declines in productivity in our economy and a request to vocational educators was made to assist with this problem by providing opportunities to improve the technical competence of the work force. Vocational Education has and must continue to play a vital role in the economic development of the state of Washington.
2. Government officials expressed a concern regarding the availability of financial resources to respond to needs as identified by the representatives from business, industry, labor, and agriculture. They challenged vocational administrators to establish priorities and to be as efficient as possible without jeopardizing the effectiveness of vocational education.
3. All participants felt vocational programs should reflect the needs of the local economy

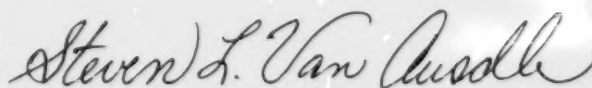
and that more needs to be done to improve communications and cooperation between education and business, industry, labor, and agriculture.

4. All participants were concerned about federal control and red tape associated with federal funding of vocational education. However, the importance of the federal dollar for the improvement and expansion of vocational offerings was recognized.
5. Lastly, the symposium reminded all of us that we are in business to help students develop and achieve their occupational goals. We need to be especially cognizant of students with special needs. For example, the handicapped, disadvantaged, minorities, and women who desire to enter or return to the work force and achieve their occupational goals.

Feedback through a formal evaluation of the symposium was very gratifying. The most often stated comment was that the symposium was one of the most enlightening and worthwhile activities in which the individuals had participated. Most participants requested similar activities in the future.

Many individuals deserve credit for making the symposium a success. Jim Brooks, Supervisor of Vocational Education, Vancouver School District; Bill Mohler, Business Supervisor, Clover Park Vocational Technical Institute; Joyce Hamilton, Home and Family Life Education Supervisor, Edmonds School District; Allen Suver, Vocational Director, Bellevue Community College; and Milt Rouse, Administrative Director, L.H. Bates Vocational Technical Institute, as members of the initial planning committee; Jay Wood, Program Development and Vocational Education Administrator, Office of Superintendent of Public Instruction; Jim Blue, Vocational Education Coordinator, State Board for Community College Education; for their input and assistance. The symposium would not have been possible without the financial support of the Commission for Vocational Education, State Board for Community College Education, and the Office of Superintendent of Public Instruction. Special thanks to Alex Crewdson for his advance work with the media, which resulted in excellent coverage by radio, television, and newspaper. Thanks also to Keith Kirkbride and Community College District No. 17 for supplying and handling paraphernalia. WCLA extends special thanks and wishes to recognize the work that Suzanne Simonson, Department Chairperson of the Business Education Department at Juanita High School, Kirkland, Washington and Mary Bossen, Business Education teacher at Wenatchee High School, Wenatchee, Washington, contributed to this report by preparing abstracts of all presentations. Thanks to Irma Coronado and Hilda Thompson of Walla Walla Community College for assembling the report and preparing it for printing.

WCLA hopes this report will be of value to those who attended the symposium and for those who were not able to attend. A task force of WCLA members and representatives of the Commission for Vocational Education, State Board for Community College Education, and the Office of Superintendent of Public Instruction is now in the process of analyzing the proceedings and will be reporting their findings to the WCLA membership at its annual meeting in August, 1978. Reader input to the sponsors is welcomed and solicited.



Steven L. VanAusdie, President,
WCLA

OPENING REMARKS

STEVEN L. VanAUSDLE

President, Washington Council of Local Administrators,
Vocational Director, Walla Walla Community College,
Past President, Vocational Directors Council, Washington State
Community College System



WCLA SYMPOSIUM

"Vocational Education's Role in a Changing Economy"

Opening Remarks

by

Steven L. VanAusdle

I am Steve VanAusdle, Vocational Director at Walla Walla Community College and President of the Washington Council of Local Administrators — WCLA. WCLA is a professional association of district and state level administrators of vocational education and is affiliated with the Washington Vocational Association. This symposium is sponsored by WCLA, the Commission for Vocational Education, the Office of the Superintendent of Public Instruction, and the State Board for Community College Education. On behalf of all the sponsors, I welcome you.

Why are we here? What do we expect to accomplish? Why the theme — Vocational Education's Role in a Changing Economy? Why the tremendous interest, exemplified by your attendance, of educational administrators and other decision makers concerned about the future of vocational education?

Why are we here? An expressed need by the membership to participate in an activity designed to enhance our perspective. An opportunity to determine where we are and where we

should be going. A time to take stock. A time to look to the future.

Vocational education has long been involved with the economic and social welfare of this state. Most of you, I assume, would consider vocational education's contribution of great significance to a substantial segment of the population. Last year alone nearly 377,000 were enrolled in vocational offerings. Vocational education has been in demand and Washington policy makers have responded by enabling the development of program to the extent that Washington is now considered one of the pace-setting states in the nation. THAT'S THE GOOD NEWS! NOW FOR THE "OTHER" NEWS. As the economic shoe begins to pinch and the demand for social services intensifies; increased attention is being given to the effectiveness and efficiency of all educational programs. Vocational Education is not immune. In fact, if we keep our house in order by continuously examining our role and mission and delivery of services, vocational education will be recognized as

a realistic solution rather than as a part of the problem. If we can demonstrate that the benefits far exceed the costs, the probability of increased financial support will be enhanced. To maximize benefits, we must be on target. We must identify and give priority to the occupational needs of the citizens of our state. Congressman Albert Quie recently stated that "Vocational education is first and foremost education for work. Effective education for work is not merely one item in a laundry list of national concerns - - it is a national imperative." He stated, "It is time that we clear away the underbrush of rhetoric and rationalization which obscures our view of the greatest contemporary case of economic and social malfunction - - the

inability to perform a useful, available job. We have left all too many people today without skills and without hope - - people who experience chronic joblessness and chronic despair." If vocational education is not sensitive to current changes in economy and society, the problem intensifies. We are here today to see that this is not the case; thus, the theme for the symposium. The program is designed to identify the important issues, concerns, events, and changes that are occurring within our state and nation. Let's take stock. The purpose of this symposium is to offer you the challenge and opportunity to make a significant difference in affording students in programs you influence the opportunity of becoming fuller human beings.



KEYNOTE ADDRESS

SAR A. LEVITAN

Director of the Center for Social Policy Studies (sponsored by the Ford Foundation) and Research Professor of Economics at the George Washington University in Washington, D.C.

He has been a consultant to various government agencies and has served frequently on labor panels for the Federal Mediation and Conciliation Service and the American Arbitration Association. Included among his extensive publications are PROGRAMS IN AID OF THE POOR FOR THE 1970's; THE GREAT SOCIETY'S POOR LAW; WORK IS HERE TO STAY, ALAS (with William Johnson), and most recently, THE PROMISE OF GREATNESS (with Robert Taggart).



VOCATIONAL EDUCATION IN THE 1980's

It has been suggested that by teaching a parrot to say supply and demand, anyone can have a favorite pet economist. Whatever liberties economists have made of these terms, the concepts have their uses. Although it is an oversimplification, the basic balance that vocational educators aim for is the balance between a supply of workers (students trained in particular skills) and the demand for those workers (jobs that have to be filled). This is no revelation, but the truth of the axiom is self-evident. But there are a number of variables on both sides of the equation that have certain ramifications for vocational educators.

It has been argued that with the decline in unemployment it will be easier in the immediate years ahead for the products of vocational education to find employment. Underlying this optimistic outlook is the anticipation of a rapidly growing demand for goods and services. At the same time, the number of people entering the work force in the 1980's will decline compared with the rapid growth of the last few years.

The 2.4 million annual increase in population reaching working age during the past decade is going to drop to annual increases of about 1.6 million. This slowing growth of the population is not a guess because all of the people who will reach working age during the 1980's have already been born.

Given the assumption of a continued, strong recovery and the supply of young workers growing at a slower rate, it may appear that we have weathered the worst of the storm, and we are now in for some smooth sailing. However, there are other factors that could jam a monkey wrench into these estimates, or shall I say hopes. The field of vocational education could very well face several tough problems in the next few years.

If the educational projections are correct, then the educational background of the labor force will change. Within a decade the number of college graduates in the labor force is going to increase and account for more than one of every five employees compared with one in eight today. The number of workers with one to

three years of college education is also going to increase although at a slower rate than college graduates. The trend toward longer education will continue into the next decade, but the U.S. economy is not likely to generate enough so-called "college required" jobs to meet the demand of the college trained. The ramifications could include a situation in which graduates of vocational institutions are forced to compete with credentialed "college" youths for jobs traditionally allocated to the vocational field.

There are other factors that complicate the issue. In the past, it has been perfectly respectable for women to have 3.3 children. Government statisticians have given birth to percentage points of children even if real women cannot. Now, however, women are having 1.9 children, which means females are more likely to enter the labor market. As a result, women are competing with younger workers for jobs.

Furthermore, as long as we have a tax system which penalizes the older generation and inflation continues to erode their social security benefits, older people in our society may also choose to remain in the work force longer. And Congress has just decreed that employers may no longer discriminate against older workers.

We must also ask ourselves, Will the economy continue to expand at a rapid pace? There are reasons for believing that policy leaders may opt for a slow growth track record due to inflationary fears and international problems. Also, in the future, will we prefer more leisure to more money? If people settle for working less than a 40 hour week, then employers will have to hire more workers to produce the same things. The answer to the leisure issue is still very questionable. On the other hand, as we work more and more and inflation and productivity increase, we tend to want to work the same number of hours to support ourselves in a manner that we are accustomed to. However, with the advent of a changing family structure, we may choose more leisure time. These questions are important because of their impact on the demand for workers. Slow growth can mean continued problems in meeting the job demands by society.

I believe that vocational educators have missed some opportunities available to them in the past. In the last fifteen years, the federal government has increasingly supported education, particularly vocational education. Beginning

with the Manpower Development Act of 1962, this area has been expanding rapidly. I do not think that vocational educators have taken advantage of these dollars. State legislatures and Congress are not going to be kind to vocational education for ever and ever. However, the Comprehensive Employment and Training Act (CETA) --- the latest chapter in the federal manpower efforts --- has continued to expand. It is now an \$11 billion package. It provides money for vocational education, training, and job creation. As an example of my concern, vocational education, as a group, has not participated actively enough in the Job Corps.

Another point must be made. CETA provides for a \$2 billion training program. In 1973, Congress decreed that 5 percent of this sum should be allocated to vocational education. The evidence has been that the money has not been well utilized in many cases. Due to these problems Congress is now considering measures that would decrease the direct role of state vocational education establishments in the allocation of the 5 percent funds.

Another area where I think vocational education could have played a very important role, which it has not, is with the military. The military is the most important single vocational educator in this country. The armed forces spend about \$3 billion a year on various types of vocational education. We are all well aware of the need for the military. Let us face the facts that when the military is between seasons, there is definitely time available for the armed forces to train many people for vocational jobs. They have the capability and the facilities, and vocational education could be of tremendous help to them.

Labor market realities must influence the direction of our vocational training effort. Education and training cannot be divorced from the economic situation. It makes no sense to train individuals in areas that they will not be able to garner employment. The transition from education to work has been a difficult process for many young adults. We will not ease this transition process if educational efforts are viewed as something distinct from our labor and manpower policies.

Presumable to help achieve this goal, President Carter has proposed the creation of a Department of Education. Whether or not education will have its own Secretary, and a new

letterhead (it already has its own building), is a matter of concern to the educational establishment. The crucial point is that the link between education and work must be strengthened. Regrettably, the narrow scope of the proposed Department of Education suggests that it represents more an attempt of President Carter to carry out a campaign promise rather than to change educational policy or to build bridges between education, training, and employment. The major federally funded training institutions in the Department of Defense, Veterans Administration and Department of Labor will remain outside the proposed Department of Education, continuing the separation of work from training. A new department is not the best solution to improve the links between education and labor market policies.



Vocational education has gotten more than its share of criticism in the past few years. In planning for the future there is obviously a great deal of confusion about what the choices are and which options to choose. But an important thing to remember is that there is a future for vocational education. It does provide an indispensable "product."

Vocational education also provides us with the opportunity of improving basic structural problems within our society. While it takes healthy monetary and fiscal policies, vocational education can also improve the productivity and employability of our work force, and hence reduce unemployment and fight inflation. It can also be geared to address specific problem areas. While the job may be hard, the rewards are still great.



Business, Industry, Labor, and Agriculture Leaders Exchange Viewpoints with Educators

Steven L. VanAusdle, Moderator



PANELISTS

Miner Baker, Chief Economist

Seattle First National Bank, representing Business and Industry.

John Corson, Agriculture Producer and Processor and State Vocational Advisory Council member,
representing Agriculture.

Evlyen Jordan, Employment Manager

Pacific Northwest Bell, representing Business and Industry.

Louis Stewart, Education Director

Washington State Labor Council, representing Labor.

Homer Halvorson, Executive Director

Commission for Vocational Education, representing Vocational Commission

Joseph Malik, President

*Grays Harbor Community College and President of Washington Association of Community Colleges
representing Washington Association of Community Colleges*

Gary Kohlwes, Superintendent

Renton School District, representing Washington Association of School Administrators.

Dave Steele, Vocational Director

*North Thurston School District and President of Washington Vocational Association, representing
Washington Vocational Association.*

MINER H. BAKER

*Vice-President and Economist
of the Seattle-First National Bank.*

*He publishes a quarterly and annual business bulletin entitled
SUMMARY OF PACIFIC NORTHWEST INDUSTRIES
which has earned a reputation for factual and objective anal-
ysis. He is a frequent speaker on both regional and national
economic subjects.*

*He has served at various times as chairman of the Seattle
Area Industrial Council, President of the World Affairs
Council of Seattle, and chairman of the Puget Sound
Chapter of the National Association of Business
Economists. He was a member of the Port of
Seattle Commission from 1962 to 1969. He
has also served on advisory committees to
the Comptroller of the Currency and
the Governor of the State of Washington.*



My role in this forum is that of sounding a note of caution about forecasting vocational requirements. I speak as one who has practiced forecasting for some forty years and knows only too well that practice does not make perfect. Since 1965 there have been no less than eleven different projections of the population of the state of Washington by responsible professions in government and the private sector. Their population estimates for the year 1980 range from 3,550,000 to 4,561,000, rather a wide disparity. Some of the highest and lowest figures have been produced by the same individuals or agencies. Why is this so? It reflects a phenomenon which I have observed repeatedly, and, since no one else has placed his imprimatur on it, have modestly titled it "Baker's First Law of Forecasting." Simply stated: "Every economic forecast is heavily influenced by what happened yesterday."

This, of course, is literally true in some cases. If the stock market moves up or down 15 points in a day, if the Department of Commerce announces a \$10 billion revision in the gross national product for last quarter, there is an immediate scramble to revise forecasts not only for the balance of the year but beyond. My intent, however, is figurative. The highest forecast of the state's population came at a time when the Boeing boom of 1965-68 was fresh in mind. The lowest came on the heels of the 1968-71 bust. The most ridiculous projections came from agencies of the U.S. government which were looking not at yesterday but the day before yesterday. Neither the State of Washington itself nor a private source like Pacific Northwest Bell was immune from similar errors of judgment. The future growth rate in these forecasts ranges from 0.79 to 2.94 percent per year. Put in another way, the doubling time for the state's population ranges from 24 years to 88 years.

Your concern, of course, is not with population as such but with employment. Sadly, I must tell you that forecasts of employment are no better than those of population. They are, in fact, mutually interdependent. And when it comes to the other side of the coin, labor supply, this too is a function of population. It is further complicated, moreover, by the flexible and rather unpredictable character

of the labor force. In the 33 months following the low point of the last recession, measuring from April, 1975 to January of this year, the nation has added 8.7 million jobs, an accomplishment which would have brought full employment except that 7 million individuals were added to the labor force. This was not just normal growth. If the labor force had grown at the same rate as the total population, it would have increased only a bit more than 2 million. Why this apparent contradiction? Partly because of the population bulge of the postwar baby boom now coming of age; mostly because of increasing numbers of women seeking the satisfaction and rewards of a paying job.

In our state we have had a similar situation. During the same period we added 159,000 jobs and 139,000 job seekers. The labor force was up 9.1 percent while total population was up something like 7.5 percent. This, of course, was about three times the national growth rate for this recent period. We are experiencing a wave of immigration which is reflected in the housing market and confirmed by more rapid growth in utility connections here than any place else in the nation. This raises two questions: 1) Are we in the midst of another regional boom which will prove to be unsustainable? or 2) Have we entered a new and permanent era of more rapid growth?

My answer is "no" to both questions. History demonstrates that this state has grown rapidly when it has been strong economically -- but only then. Our two decades of greatest growth were the first one of this century and the 1940's. The former came on the heels of the Alaska gold rush and -- more importantly -- was the period when the lumber industry made its major move from the Midwest to the Pacific Northwest. The latter, of course, was the decade of World War II. In contrast, there were two decades -- the Twenties and the Fifties -- in which we failed to match the national growth rate. Our last previous big surge, in the late Sixties, was fueled by Boeing. So is the current one to a degree, but it is both broader based and less spectacular. It appears to me that people are on the move in these United States constantly. We see more than our share of them, but the net number who remain here depends on economic opportunity. There is also some lag in this movement. After Boeing peaked out in 1968, people kept coming for another year or two. When the subsequent bust bottomed out in 1971, there was outmigration in the following two years even though the local economy was improving rapidly. Currently we are feeling the effects of five successive years in which our job opportunities have run ahead of the national trend. Most particularly, the current migration is responding to the events of 1975, when the nation suffered its most severe recession since the Thirties but the Pacific Northwest was touched very lightly. It is highly unlikely that the present boom will last. There is a very good chance, however, that we will experience a soft landing rather than a bust.

Everything I have been saying is negative toward long-range planning. Nevertheless, you have your job to do and I would like to leave you with something constructive. If you cannot predict the total number either of jobs available or of labor force seeking them, how can you expect to determine the occupational distribution needed for vocational training, both net and turnover? Do not expect industry to tell you what these numbers are going to be. Industry doesn't know. The best suggestion I can leave with you, therefore, is to remain flexible, to establish a posture which permits you to tool up rapidly as needs become apparent in the community. Let us remember the lesson of Sputnik, the Russian space triumph which caused us to train thousands of engineers who were unemployed ten years later. Paraphrasing the words of a prominent colleague in the economics profession, I will say, "If you must plan, plan frequently."

JOHN B. CORSON

Owner, Golden Produce Company, Inc.

Past member of the Washington State Vocational Agricultural Committee; Co-Chairman, Skills Centers, Washington State Board of Governors for six school districts for vocational education; Vice President of The National Potato Board, 1975 - present; member of Washington State Advisory Council on Vocational Education.

I am honored to be matching wits with a couple of nationally known economists here today. First, I want to say that I consider this an outstanding privilege as an agriculturalist, certainly one that represents agriculture on the State Advisory Council, to be asked to be here. I hope that my remarks are acceptable as some of them, I confess, may be a bit deep cutting.

I am so enthused about the future of Vocational Education as it certainly has, within its means, the ability to change society in a social and economic way. Vocational education, for that matter, may even change much of the world because the world is getting smaller (I've determined by some rather extensive traveling). As far as Agricultural Education is concerned, I am willing to confess this state does a magnificent job. Over the years that I was on the Vocational Agriculture Advisory Council, we were able to identify some problems in vocational agriculture; we addressed those problems and have been able to make some changes that have been enthusiastically met. The state now has some new curriculum. We are developing new, meaningful, and relevant programs. Finally, the institution itself has begun to recognize agriculture as a very important industry, if not the number one industry, in the nation. And again, it's certainly important around the world.

One area where agriculture, as well as education, has failed miserably is in communicating our importance to the public. Agricultural products are used by consumers three times a day, and quite often more than that. I think we want to impress the public that we are serving them -- and serving them well.

The agricultural industry often is blamed for the high costs of products. But in the case of beef, it is the cost of labor, not the cost of agricultural production, that has to do with the increased costs of beef which are steadily climbing higher.

In every area of life we make a lot of excuses about why things don't work as they ought to work. But I fail to see, as a person with 30+ years experience, why it's so doggone difficult to take a child from kindergarten through the 12th grade and not turn out a product that's really worthy. Over 60% of the high school graduates go no farther than the day they pick up their diploma. That ought to

tell us something. If I ran my farming operation with 60% productivity, even the economist knows I'd be out of business.

This is a real challenge. In our state, we've had programs dealing with career awareness starting in the low levels of education. I'm very excited about these programs as a step in the right direction. I am absolutely shocked when I hear some people in education say we don't have the right to direct boys and girls into particular skill areas. I do my best to encourage young people in agriculture to enter the field. There are opportunities -- good ones.

In conclusion, I want to say that I think we've got to get at this business of training boys and girls. We must quit worrying about what the statistics say will be the need for tomorrow. I don't think it's any of my business or your business whether there's a job in Spokane or Pasco or in the State of Washington. It may exist in Oregon, California, or even in Arabia! I think we need to train these people. Because if we don't train them, we will be taking care of them with our tax dollars. It's time all assumed the challenge in our great country and amounted to something. Thank you.

EVYLEN JORDAN

*Employment Manager, Pacific Northwest Bell
Spokane, Washington*

Pacific Northwest Bell experienced heavy growth, beginning in mid-1976 and continuing through the first quarter of 1978. This is fortunate for the company, but for the people who are doing the hiring it's very unfortunate. We are averaging about 60 hours a week to keep up with the hiring required.

This is the heaviest growth in Pacific Northwest Bell's history, making our office one of the fastest growing Bell system companies in the United States. The construction budget to install this new equipment keeps the growth up so high that we can only measure it by the dollars that are put out for construction. In 1977, our construction expenditures for Pacific Northwest Bell Telephone were 327 million dollars; 71 million dollars over our 1976 budget. In 1978, there is a 450 million dollar construction budget.

All this growth means that we need people, we need equipment, and we need to maintain this. Consequently, we need more operators, we need more business office people to take the orders for

telephones, we need engineers to plan the locations and the growth for this equipment, and of course, we need technical people from here to eternity. We need office support help to take care of all the reports that are compounded on a project like this.

To point to one particular area that has caused us this unprecedented growth is difficult. The State of Washington has gained an average of 119 thousand people a year. By 1979, we are going to be looking at something like 400,000,300 people. All of this tells me that we in hiring are going to have to work longer than 60 hours a week. People being placed in jobs is my responsibility for the Eastern half of Washington state and for the Idaho area that we serve.

We are going to need a great deal more people in the technical field. Consequently, this means more males that are technically oriented and, thanks to the federal government, more females in the technical jobs. We have to have females that have the stamina quality to handle these heavy jobs. The more we need this type of individual, the more recruiting we are going to be forced to do. I think that you, as Vocational Educators, giving people electricity and, better yet, electronics, heavy duty equipment operation, heavy duty equipment maintenance training, and other types of training will be hearing from us. We'll probably be banging at your door in order to get your help.

Since the government has us hiring females in non-traditional roles, we have had difficulty finding females to do these jobs. The Bell system takes the philosophy that you must do the job as well as the man if you are going to draw that kind of pay. We're not asking that you do it any better, but let's be realistic: the female almost has to do the job better than the male for her peers to respect her. We are going to need females who have no fear of heights, no fear of working underground and in crawl spaces with spiders and snakes, and no objection to stiflingly hot attics. In the five years that we've been searching for women to fill these jobs, we have made some progress. In the Eastern half of Washington, we only have 22 female installers, 4 female splicers, 2 female line workers (that is the heaviest job there is), and 6 public branch exchange installers (the technical-type people). We have expended many hours trying to get females into these roles. The Bell System has spent millions of dollars training females, flying them over to Seattle for five weeks of training. We are going to be imposed upon by the federal government to continue to try and meet these targets.

In the 20 years that I have been the Employment Manager for Pacific Northwest Bell, I have seen many changes. And I had a great deal of difficulty coming to grips with a female in a male role. The demand for more females into these roles is something that is forced upon me, and I must do. Some days the targets are so great that I don't know which hat to wear. One day the government says you're going to hire so many ethnics; the next day they say you're going to hire so many non-traditionals; then the Viet Nam era veteran; and then the handicapped. So I have about 6 different hats I wear. One day I wear one, the next day I wear another. I think the only thing that has pulled me through this is a sense of humor and a hide like a rhino.

In order to meet this ever-changing world, we will definitely be in contact with the Vocational Educator. And I sincerely hope that Vocational Education can give us males and females alike that are technically excellent. Thank you.

LOU STEWART

Education Director, Washington State Labor Council, AFL-CIO, 1967 - present. He is presently the Secretary of WISHA Monitoring Committee. From 1974-77 he was Trustee of the Group Health Cooperative of Puget Sound. Since 1969 -- Chairman, Advisory Committee Shoreline College Labor Studies Program. Since 1974 -- Member, Advisory Committee to Washington State Board of Community Colleges. Since 1969 -- Member, Urban, Rural and Disadvantaged Education Problems Committee (SPI). Since 1968 -- Coordinator, Workshops and Institutes: OSHA, Industrial Hygiene, Job Noise, Welding and Lung Disorders, Unemployment Compensation, Wage-Hour Law, etc.



When I was asked to appear on this panel at the WCLA symposium and I learned that Miner Baker was going to be on the panel, I had a flashback to a situation of about 10 years ago when he and I appeared in Ellensburg on the program together. Only that time I was unfortunate enough to be the first speaker. Something slipped in our communication link and, as I looked around the room while I was talking, I saw the most puzzled looks. When the others came on following me, I found that nothing I had said had anything whatsoever to do with what the conference was about. So, this time, I thought, I have got to pay particular attention to the subject matter, and actually talk about the role of Vocational Education in a Changing Economy. The experience was very valuable to me. Then, when Miner Baker walked in this morning, he walked over to me and said, "Lou, since there are two business people on the panel and only one from Labor, I suppose you want double time." Well, of course, I agreed with him instantly, but more than that, "When I'm on a panel with two economists, I want double, double time!"

I have something else to say before I make a speech. I've attended a lot of conferences, and I have listened to some big wheels -- nationally known people in the field of Vocational Education -- and this morning Sar Levitan is the first one of them that made any sense. And I was glad I came. Thank you, Dr. Levitan.

I want to do a little nit-picking, though, about Dr. Levitan's comment about people working part-time because they want to. If you'll take another look at some of the collective bargaining agreements and find out at what level of hours worked the employees become eligible for health and welfare plans and other fringe benefits, you'll find that the part-time worker is working at the level just below that threshold. Not all of them are working those part-time hours because they want to, but rather because the employers find it cheaper that way.

The Role of Vocational Education in a Changing Economy -- I wanted to stay with that as I indicated to you a moment ago. However, the longer I thought about the title, the less I thought of it. For the life of me, I can't find any difference in the role of Vocational Education in a changing economy from the role of Vocational Education in a stable economy. The legislature defined the

purpose of Vocational Education as a series of learning experiences, leading to entry into, and upgrading in, recognized occupations not normally requiring a B.A. degree. If that is the purpose of Vocational Education, then I don't see how the vocational educator's work is any different in a stable economy like we had up to 1968, or the fluctuating economy that we've had since then. If the role of the vocational educator is to train people to become employable, to be more usable by an employer, then it seems to me that there is no reason for the vocational educator to perceive the role change.

As technology has changed, people already in the work force need constant upgrading of skills. The upgrading work has been necessary all the time, and in the skilled trades, for years and years, as most of you know, we've been going through upgrading as well as apprenticeship training, and that role itself has not changed. The words and specific technology have changed, but not the vocational educator's role itself.

Many of you have heard my speech about how to go about putting on a program that makes people employable, so I won't bore you with repeating that. I want to get to one other area. I want to add to the "changing economy" and say the "Role of Vocational Education and the Changing Work Place." A few of you have heard me over the years become very distressed about certain working conditions -- I refer to safety and health. We're doing a better and better job on the work force so far as safety is concerned. Over the years, the number of traumatic injuries per worker has been decreasing. But I want to emphasize to you, because I suspect that many of you don't know, that the incidence of occupational disease due to the use of chemical compounds on the job is increasing. I would ask you, as vocational educators, to put more and more emphasis on training for survival in employment.

Finally, I just can't let my friend, John Corson, go unobserved. He stated that the high price of beef is based on the high cost of labor. Did you ever hear of anything like that! Now, over in Japan his statement might be more accurate -- the farmer goes out every day and rubs his cow to make the beef tender. I can surely understand why that high use and cost of labor would surely raise the cost of beef. But in the United States, the percentage of labor money that goes into beef is relatively infinitesimal.

And a final comment to my friend, Evylen Jordan. After hearing her description of the job conditions of the people who work for the telephone company, she shouldn't be surprised when the members of The Communications Workers of America ask for more money. They deserve it! Thank you.

HOMER J. HALVERSON

*Executive Director, Commission for Vocational Education
and State Director of Vocational Education for the state
of Washington 1977 to present. Associate Dean of
Instruction, Vocational Education at Green River
Community College 1972-1977. Associate
Dean, Vocational Education at Fort
Steilacoom Community College.
Engineering Supervisor,
Boeing Company 1957-1968.*



Thank you, WCLA, for allowing me to participate in this excellent symposium. I think the theme, "Vocational Education, Its Role in a Changing Economy," is very appropriate. It seems Vocational Education is asked to do more and more with less and less dollars.

You people will determine the destiny of vocational education here in the State of Washington -- I couldn't choose a more dynamic group of people to address this issue of "vocational education in a changing economy."

Every place I go I'm reminded of the tremendous challenge that we, as vocational educators, have in vocational education. Trying to interpret the new act is a challenge. The women re-entering the work force is a challenge. Preparing the handicapped and disadvantaged for employment is a challenge. The new CETA legislation is a challenge. Those of us who are vocational educators are constantly trying to become more involved with the Department of Labor in the CETA legislation, but yet it is the Department of Labor, at this point, that's giving vocational education the most opposition.

Sar Levitan referred to productivity decreasing by 50% over the last decade. And I think here again, to increase productivity, vocational education has a challenge. Vocational educators need to do a better job of training. Mr. Levitan identified a serious question, "Can we create enough jobs to satisfy the needs of people?" I'm not so sure that creating jobs for people should be one of our priorities in vocational education. The amount of vocational dollars that we work with is so limited. I think our main thrust should be to train people to be employable in the jobs that already exist.

Mr. Levitan indicated also that vocational education has not done its homework as far as legislation goes. I think this group here would be the first to admit that our leadership from Washington D.C. also leaves something to be desired. But we do realize and recognize that we've got to do more on the home front. And I think we're all trying to do that. I sincerely believe that the State of Washington has the resources to meet these and many more challenges. And our primary resources are the people in this room.

We accept these challenges and other challenges as they surface. Washington State Vocational Educators will continue to be looked upon as leaders in vocational education throughout the nation.

DR. JOSEPH A. MALIK

President of Grays Harbor College since 1972
Past president of the Washington Association of
Community Colleges.
Past President of the Northwest Association of
Community and Junior Colleges.



A good friend of mine said he wanted my remarks today to be characterized in two ways that are different from my usual performances: First, briefer, and second, more substantive. So the pressure is really on me today.

I want to underscore something I appreciated very much hearing from Miner Baker -- every time I hear him I go away impressed. My experience in trying to get information from industry on future job requirements is that you don't get good help when you ask about their ten year plans or, in some cases, even their five year plans. I appreciate someone in Mr. Baker's position saying that; I appreciate hearing him talk about the importance of planning on the short run as a realistic approach to our responsibilities. And, he states, if you must plan, to plan frequently.

In listening to Sar Levitan, I was trying to put the ideas together in a way that would make it possible to define very clearly and concisely just what brings us here today -- problems of the economy, and problems of vocational education. We are approaching, or maybe we have arrived at, the limit of public spending for education. This is the situation, at least until we have some sort of social catastrophe that changes our social priorities. If that's the case, then I think the problem we face in educational institutions is how to alter our priorities to meet greater training demands in the vocational fields. And I think those demands are underscored three or four ways. One is those who have heretofore pursued a B.A. degree have learned that it often doesn't pay well. Secondly, women are looking for greater entry into vocational markets, and training is going to be required along the way. Somehow, institutions have got to find ways to provide training opportunities while they are not getting larger in size. The growth dollars will not be there to help us create training programs. That's a difficult problem that needs to be underscored.

In the 10 to 12 years ahead, for the reasons cited by Mr. Levitan, we are going to have an older work force. And some kind of training, perhaps much of it on the job, but also much of it in institutions, is going to have to help the older worker upgrade or change his skill as job expectations change. Institutions have to be available to help facilitate those changes. We have in this country, and particularly in Washington state, something that comes close to universal access to higher education. This state has opted through public policy decisions since World War II to make higher education available to a large percentage of the residents of our state. That's one of the reasons why we have a large num-

ber of unemployed or underemployed persons with B.A. degrees. Part of the pressure 15 years ago was for so many young people to pursue the B.A. degree. Statistics demonstrated that it payed well. The return on investment in a B.A. degree was estimated to be 9 to 15 percent per year depending upon whose figures you used. The last figure I saw on the return on the B.A. investment was a 1974 study citing a 7% return. I think young people are learning that message quickly; consequently, young people are going into the liberal arts fields much less than they did, putting the pressure on the need for more vocational opportunities in education.

Mr. Levitan spoke about personnel officers hiring people with "longer education," not necessarily higher or better education. That was certainly true when we had a market that was much more favorable to B.A. degree people; however, I think that has passed on in large measure. The employer is now looking for skilled people in defined areas.

A myth people have been writing about for at least my adult time is the waste of creating vocational programs for jobs that will be obsolete. I just don't think that happens. That was a popular view and continues to be a popular view -- particularly among people from the liberal arts area. And while we do live in a rapidly changing society, things just don't change that fast. Lots of jobs that we prepare people for today -- a high percentage of them -- will indeed be around a long time. Thank you.

GARY F. KOHLWES

Superintendent, Renton School District, Renton, WA

Dr. Kohlwes has been a psychologist in private practice since 1970. Publications include: "Leadership Effectiveness Training," Canadian Guidance Association, 1973; "Computerized Accounting for Pupil Personnel Services," Northwest Regional Educational Laboratory, 1969.

Presentations include: "Leadership Training," various workshops, (1971 - present); "Prescriptions for Change," (1967 - present).



Being a relative newcomer to the realm of vocational education, I'd like to share with you a little of what I've heard discussed in this symposium on Vocational Education -- Its Role in a Changing Economy. I'd also like to propose some comments on how we might react to those items.

We know a good bit of information about what is ahead for us in the 1980's, particularly as it relates to vocational education. The experts here have told us many things; they have made some very cautious projections. I did not hear absolutes in their forecasting. My guess is that prescriptions

of what we do about this information for the 1980's in large part rest amongst those of you in this room.

We heard that the future of vocational education is very bright. There is a clientel that needs a large number of skills. The experts have a high degree of hope that those in vocational education will fulfill the task of teaching these skills. It was stated that if we keep our house in order, we have a good opportunity of being effectively responsive to those needs. But before we can keep our house in order, I think we've got to get it in order. We've been burdened by what I would represent as a mismatch in terms of training those who are not trained in the demand areas. Those with baccalaureate degrees and higher often are not trained for the available job market.

It seems that we need to become much more active as well as astute with respect to pursuit of various federal monies for vocational education. In some instances, it seems like we, those that are responsible for the direction of the vocational programs in this state, have been selectively excluded in some of the larger vocational monies that have become available through federal legislation. It seems like the goal that we're shooting for is the same regardless of the delivery system. We are basically looking for effective training and upgrading in our vocational programs while being responsive to employment needs. I think it's very appropriate that we pay particular attention to the cost to the taxpayer with respect to delivery of these services.

What then do I feel might be some things that we can or should do with respect to improving vocational education? I feel very strongly that we have to have increased community involvement in educational decisions. I'm well aware that we have advisory committees which are comprised of representation from labor and management. We need to listen and attend to those more directly involved than we in the delivery programs. We want advisory committees because of the positive contribution they make -- not because they're required.

Second, I think that we need to come up with an acceptable resolution of our jurisdictional problems in the State of Washington with respect to the delivery of vocational education programs. It seems to me that we spend an unreasonable amount of time, effort and dollars debating and disputing vocational programs. Our energy would be better spent in coordinated effort with respect to the vocational programs. The appeal that I would make here is to the executive branch of government of this state and to the state legislature to take an objective look at vocational education and the various delivery agencies that we have -- and then come up with a solution. I think the goal of all of us involved with vocational education is the same. We're spending a disproportionate amount of our time and energies on aspects that are not very fruitful in terms of the product that we hope to develop.

There must be better and increased education of those in vocational education leadership and decision making roles in Washington State. There are boards that govern many of us; there are administrators to whom you report who, I think, have a great deal to learn about vocational education. We need a program of education. We need commitment of people in the work force and the main stream of programs and also commitment from those at higher administrative levels. I am a very recent convert to realizing and visualizing the vital necessity and importance of vocational education. I am one that's been involved for many years in a basic K-12 program. I believe very strongly that sufficient rationale and support is there, and it's our responsibility to see that these people get behind us and support vocational programs in a way that is going to be productive.

DAVE STEELE

President, Washington Vocation Association 1977 - 78.

Member, Region V - - Policy Committee, American Vocational Association. National Delegate, Phi Delta Kappa, 1975-77. Treasurer, Phi Delta Kappa, 1975-76.

President, Washington Association of Vocational Administrators, 1975-76.

Presently Dave is the Director of Vocational Education in the North Thurston School District.



It is a very difficult task to be the last speaker after hearing all these different people. I'd just like to make a few summary comments. I would like to caution you to be careful of using some of the comments that have been made today that could be taken out of context. Many times, we make comments assuming everyone knows what we mean. Take a look at some of the abbreviations that are being used today. We need to interpret these and make sure that there's no misunderstanding.

CETA is a difficult problem. We, as vocational educators and leaders, are going to have to realize CETA is here; we're going to have to deal with it. One of the problems that was mentioned somewhat earlier is that CETA legislation is not written for the State of Washington. It's written for areas like New York City, where they have high impact areas of minorities. When it comes to a state like ours, CETA doesn't really deal directly with our problems, yet we have to fit into its pattern. We, as vocational educators, are going to have to deal with the philosophical issue of what is the federal role in vocational education. Will the federal government continue to make the rules and regulations that operate our total program? Will the federal government determine how our state plan is implemented? We have to deal with this. I do not have the solution at this point. We need to talk about it.

Another issue we have to deal with in the future is the whole area of accountability. We're going to see in the next legislature a real drive for competency based education. If Sar Levitan was still here, I'd ask him several questions. I wonder what is going to happen as we drive young people out of the schools with some of the competency based education -- some of the testing that goes on? Who is going to train those kids? What if they do not qualify for CETA? Who is going to give them the skills that they must have to survive in this society? We also have to deal with who is going to be the vocational educators. Who is going to train the people in this nation? Is it going to be the professional vocational educator? Or is it going to be people from the Department of Labor that we have never had to work with kids? Many times, these people have never been out of the job to find out what's going on.

We are trained to do the job of training for employment. Many times we're sitting back and not working with CETA and offering our services. I think it's about time we get into that game. We're going to have to talk about putting out a better product for less dollars. The legislature is constantly being asked for dollars for many social issues, and there's not enough dollars to go around. We, as vocational educators, have to put out a better product. We're going to have to do it with less dollars. We're going to have to figure out a way to do it!

We're going to have to talk about using our facilities more efficiently. We're going to have to deal with this whole area of energy conservation. We cannot wait until energy conservation is mandated on us; we're going to have to take some leadership. And then we're going to have to begin training our young people with skills in the area of energy conservation.

Another resource we have, and we must make more effective, is the use of our Citizens Advisory Committees. They are a fantastic resource that we have not taken advantage of. We should.

We, as vocational educators, must take the leadership in vocational education. It is our responsibility. I am concerned about the attitude not only of vocational educators as much as all educators in this field. We must do a better job with our superintendents, college presidents, and school boards when talking about vocational education. We've failed to tell our story. We have an exciting story to tell. We have a quality product. We have quality teachers and administrators. Yet we haven't told our story. We're assuming they'll hear about it.

There's another issue that I was disappointed the economists didn't deal with more. And this is the area of structural unemployment. More and more of the non-skilled jobs are being lost in this nation by the customer doing the work, such as self-service gas stations and people boxing their own groceries. This is structural unemployment. We're going to have to deal with the jobs that are no longer there for the unskilled worker. Someone has to train these people so that they can go on to their next step. They can no longer drop out of high school and work at a gas station. Those jobs no longer exist.

We have to do a better job in retraining of our adults. Like it or not, we're in a changing technology. People become obsolete in jobs, and we must do a better job of retraining.

We also have to look into the future. We have new occupational areas that we as vocational leaders are not looking at as seriously as we must. I recently read a report on health occupations. They're predicting that if we have national health insurance, there is going to be a tremendous shortage of workers in entry-level health occupations. We've got to do the job of preparing young people to enter these jobs.

The last thing I'd like to mention is that I'm very concerned about the results of more women going into the work force. We have a responsibility as vocational educators to train for the occupation of homemaking, also. And as more women go into the work force, we need to do a better job in giving skill training for those who are homemakers as well as paid workers. Such things as consumer education -- how to use money -- are essential. There's less and less time that can be spent in the home when both husband and wife work, so they need training. Many times we forget the need for this training. We assume that if all the women go into the work force -- paid employment -- we don't have to worry about home and family life. That job market is still there and we have to do a better job.

Finally, I would like to say that we have to be careful thinking that "career education" is going to solve all of our problems. Many are saying now that career education is here, we can give generalized knowledge about jobs and don't have to worry about spending the money for skilled job training. I'm not against career education, but the vocational education component of career education is vital. We must expand it and continue it. Thank you very much.

Panel Discussion

Steve VanAusdlu

The panelists and the audience have had an opportunity to hear various viewpoints about vocational education in our state. We will now have the opportunity to address questions to each other or make additional comments that come to mind.

Louis Steward

I thought I might tell the audience about a problem that organized labor has with CETA funds. Here is a sample of the kind of thing that's going on, which you may or may not know about: In our State Department of Employment Security, there are about 1,000 full time employees. And for many, many years they have been hiring about 400 seasonal employees, the time of the seasonal employment varying from one part of the state to another. Over a period of many years, the same people come back for this seasonal employment. Now what the state is doing is calling in previously unemployed people, hiring them into these seasonal jobs, using CETA money instead of the regular payroll money, and broadly and somewhat loosely speaking, not one single job of the employment is created by the use of hundreds of thousands of dollars. I can't give you a figure, but hundreds of thousands of dollars of CETA money are being spent and not one additional job created, as was the intended use of the CETA Act. This is not something that Vocational Educators are doing, but it's something that employers are doing, both public and private. I thought that you ought to know that that is one of our complaints.

John Corson

I have mixed emotions about whether or not we're going to accomplish the purpose that you people are gathered here for today, mainly because there has been some differences. I want to emphasize something about Career Education; Career Education ought to come first and then that person should make the career choice. I'm talking about the 60% that are not going any further than high school. At that point in life, that person should have a skill -- a marketable skill. Very often, that young person goes out and gets married, and the next thing we know, has two or three children. That's the end of the line. We need to get to that business of training marketable skills; I don't really know what we're waiting for. We'd have less need for CETA programs if the system would do the job; we wouldn't have to retrain people 30 or 40 years of age. If we'd do the job we're supposed to do, retraining would be almost unnecessary.

I'm thrilled that somebody identified with the need for getting grass root support through the Vocational Advisory Council and other groups. Fortunately, the State Council has put together a slide-tape presentation that we hope will be of some assistance to the districts and to administrators as how councils should work effectively.

I want to say in conclusion that I hope we can come away with some resolution here today as to how we can take advantage of this kind of a gathering; I hope we don't just continue for the next five years with the same kind of efforts that we've had in the past. I'd like to see all educators back in the position they were a number of years ago; along with preachers and police people who were considered the salt of the community. Educators should be first because they are so doggone important. You people are going to determine the direction of many, many young people. And I'm convinced that you're capable of doing a good job.

Steve VanAusdle

Do any of our educators want to respond to John Corson's concern relative to why the job isn't being done at the present time?

Dave Steele

I would like to point out one thing we have to keep in mind. It used to be in years past that many, many students dropped out of school at the eighth grade. These students are now staying in school; consequently, the client we are now working with is a little more difficult to work with, and maybe that has increased our failure rate. There are an increasing amount of kids, particularly in the comm: on schools, who we have not addressed. I'm very concerned that we begin to work with the disadvantaged and the handicapped student.

Steve VanAusdle

I would like to clarify what I thought I heard John Corson saying earlier in respect to working with the disadvantaged and the handicapped. The need for more programs to deal with disadvantaged and handicapped people really starts at the elementary level and is not strictly particular to Vocational Education.

A general concern that has been expressed by our state is basic education. It is really important that students moving into technical and vocational programs have basic skills in reading, writing and arithmetic. I think our state has addressed that issue. I think I hear Gary Kohlwes saying that educators definitely need to be involved in those discussions right up front, especially if we start talking about competency based education in Washington state.

I'm not saying we're taking the heat off Vocational Education, because I think many of us realize the demand of vocational services has really intensified recently. Responding to that demand has taxed all of us, not only dollar-wise, but I think management-wise. We need to talk about priorities and where do we really invest the dollar. And then, too, when you have students on a waiting list who aren't being served, that leads to a gap in terms of satisfaction. The educational system right now can be charged with the responsibility of assuming all vocational education needs, until we do get resources geared up.

Louis Stewart

I want to respond to John Corson's remarks. Most of the people in this room, or at least many of the people in this room, have at one time or another heard me attack the educational system, and in pretty plain language. Now I would like to turn around and go the other direction. John, I can't help but think that your observations about the results of the educational system are overly simplified, and to that extent, erroneous. I don't think that our educational system is a failure. I think that it is spotty. Depending on the school, depending on the administrator, and depending on the faculty in a given school, many schools, most schools, are doing an excellent job. On the other hand, I can't help but agree with you to some extent about lack of basic skills in students. It's a little disturbing when a hundred young men and women take a pre-apprenticeship examination and some of them can't convert a decimal to a fraction so they can use a rule. The employer can't afford to teach these kinds of fundamentals after somebody becomes an apprentice, so the potential apprentice is washed out. Largely speaking, the educational system is doing a good job. Some years ago, I mended my ways, and instead of attacking the whole damn system, I started going around and attacking some individual places that really needed attacking. I encourage you to do the same thing.

John Corson

You're very kind, Mr. Stewart, but I still say that it is very, very discouraging when we look at statistics around the nation. I'm not just speaking of my community or my state, but the entire nation. I'm not bad-mouthing education, I'm telling you a fact. And you people know that. And that's one of the problems that needs to be addressed; unfortunately, our state made it an issue this year. And there are going to be some changes. I certainly don't mean to bad-mouth education, for I think you are all a great bunch of people, but you're no different than we are in agriculture. We've made some tremendous errors, and we're having an awful time of updating our people to be more than just producers. We've got to be marketers of the product or it's all for not. And I think education has some similarities.

Steve VanAusdle

I believe there's one part in our report that could contribute to our conference here, too. We are interested in employer perceptions of vocational education, and I think we've got some viewpoints and perceptions today on our panel. In preparation for this symposium, I reviewed the 8th annual evaluation report that was put out by the Advisory Council on Vocational Education; I think we can all learn from that report. John, as a member of that council, I thought you might want to briefly review what the employer perceptions were of vocational education; I hope I'm not putting you on the spot.

John Corson

I don't have the report here with me, but it essentially says what I have been saying. There is a problem up there, and it certainly needs to be addressed. Education is the institution that we all look to for solving many of our problems. It's nothing new. Many years ago, before public education, about the only people that had a ghost of a chance at being anything were the wealthy. Then we finally started I think the most beautiful thing that has happened to us in humanity -- universal public education. I just believe that it can be made better. Again, I'm saying that it isn't all that bad, but surely it can be made better. And we have to look and monitor ourselves, and again somebody's staff in the state is going to look at that product we're turning out. Accountability is going to be the key. And I'm confident that we're going to make it work; we're going to work hard to make it work.

Gary Kohlwes

Just one comment without prolonging the discussion. Obviously, we don't have a resolution to a lot of the problems that John Corson mentioned, but I can give you some assurance that we are really working on the problem. We are working it from several angles. I think some things were long overdue. The legislature obviously helped us with the basic funding and their focus and concentration on basic skills. My feeling is that the stability of funding was long overdue. I'm not surprised nor am I disappointed with some of the constraints they put on it in terms of, "I want to see a product now." Without belaboring it, public education is not an easy task. There are many groups that we must respond to. One specific group is obviously vocational education. I'm telling you that we are certainly sensitive to that. I'm probably as critical internally about our system as you are. I wish I had some easy resolutions to the problem; there really aren't any. But I can give you the assurance that we are working the problem.

Steve VanAusdle

I'd like to read one paragraph out of the concluding section of that report, because I think it summarizes the results of tremendous sampling and input from the employers across the state. It said,

in general, that "attitudes towards and perceptions of vocational education were quite favorable. On almost all employee attributes, vocational education graduates were evaluated better than or equal to graduates of other curriculum. Vocational education graduates rated strongest on the willingness to learn new job skills or taking training, ability to work with others, pride of craftsmanship, quality of work, and skills needed for job openings. This group rated lowest on concern for productivity, although this rating was better than had been received of graduates of other curriculum. Only 11% of the total sample disagreed with the statement -- Our firm's experience with the vocational education graduates has been very favorable. While 70% agreed that compared with other new employees, those having had vocational education have more knowledge of their jobs." So basically we're hearing, on one hand, some very positive things said. On the other hand, we're hearing from educators, business, industry, and labor that there's still a challenge; we've still got to do it better. And I feel we've picked up some good ideas we can use in the follow-up of our conference.



"Future of Vocational Education in the Nation"

GENE BOTTOMS

Executive Director, American Vocational Association.

Before taking his present position, Dr. Bottoms was the Director of the Division of Program and Staff Development at the Georgia State Department of Education in Atlanta. At the national level, Dr. Bottoms has developed and chaired seminars and worked with the U.S. Office of Education and The Center for Vocational Education at Ohio State University. He chaired the USOE Task Force on Rural Education in 1975-76 and serves on the ERIC Center Advisory Council on Career and Vocational Education. 1976-77 - President of AVA.



I would first like to review with you the legislative activities occurring in the nation's capitol. The house subcommittee on the Comprehensive Employment and Training Act is finishing up a series of amendments and the Senate subcommittee has started their mark up of the CETA Bill. We are very pleased that both bill mark ups, where they have made some changes in the administration bill, have picked up on AVA's emphasis on linking education much closer to the planning process of the prime sponsors. The house bill carries a 3% set aside for the State Board of Vocational Education to provide certain services and the Senate Bill provides 5%.

AVA has proposed in their testimony that every public service job for a person who does not already have a skill be required to work close to 30 hours a week and participate 10 hours a week in an education program designed to move them to an unsubsidized job.

Since 1974, federal appropriations for our field have increased 15%, while the gross national product has gone up 65%. The Federal budget has increased 85% and federal support for education over 100%. If we are going to get increased appropriations for vocational education all states must communicate with their legislators. Vocational educators in the state of Washington should be communicating with Senator Magnuson and answer three questions for him: 1. Tell him what you are doing and the contributions made to the state. 2. Tell him what you are not doing and what you could do that would make a contribution to the state. 3. Tell him how he can help you.

I've often said, if I could get vocational educators as angry as special educators and as enthusiastic, we could turn this country upside down in terms of serving people. But we are not angry enough about the 900,000 high school dropouts we are not reaching. We are not angry about the large number of adults we turn away because we do not have the capacity to serve. We are not angry enough about the handicapped folks we are not serving. But we are getting a little angry. We are beginning to look beyond our own needs to the needs of people we are and can serve. The mark of a true professional is when you can look at the needs of the people you are not able to serve and can communicate to the broad society a concern for the injustice that exists.

Next, I'd like to share with you four emphases I see in vocational education emerging in the next decade.

Quality. There is going to be an emphasis on strengthening the quality of what we now have to improve our effectiveness. The concept of excellence must prevail.

The second emphasis is going to be the youth between 16 and 24 years of age. We have no successful vehicle at this time for serving the unemployed, unskilled, uneducated youth who have dropped out of high school. We are doing a better job in post secondary vocational education. But, this nation is very much in competition with Japan and Germany. We have maintained our leadership in aircraft production and computer technology, but we fall behind in small automobiles and electronics. Therefore, there is a continuing need for top technically skilled people.

The third area of emphasis is on adults. Last year we served something like four million adults in this nation, but there are 93 million adults at work. I think we can help employers increase these adults' productivity on the job.

My fourth emphasis is on vocational educators, within the next ten years, sitting at the table with government leaders, banks, railroads, etc. to begin to look at the potentiality of this field of education to contribute to the economic vitality of this country.

There are four concepts with regard to the potentiality of vocational education I would like to share with you. The first is a story about what vocational education did to life up the economic vitality of a community in Minnesota. The school served as a catalytic force in making job creation happen. I believe that vocational students who are positive, who have a skill, who understand the capitalistic system experientially -- not out of a book -- can create jobs. I submit to you, that there are more vocational students in our country today who operate small businesses than college graduates. I'm convinced that the longer you stay in school the more conditioned you are that you are going to work for somebody else. The vocational school of Stapleton, Minnesota is a good teaching example. The casual observer years ago would have labeled it as a town destined for decay. The railroad which provided a job base for many of its inhabitants closed down, and agriculture in the county was, at best, marginal. The superintendent's vision was to start a vocational agriculture program at the secondary, post secondary, and adult level. The increased productivity in agriculture prompted a long chain of events. The general increase in the affluence of farmers affected all of the community. The multiplier effect of the new income helped to transform the town and the countryside into a thriving economy.

The second potential in vocational education is the potential of job creation. Let me ask you a question: "When you place a student on the job for a training station, how many of those employers would have hired a student if you had not gone out there and knocked on the door?" Do you know that one out of every two vocational co-op students remains with that employer as a full time employee. I contend that this is one way we deal with the whole notion of job creation activities. There are other ways we deal with job creation. There are some cities where the school systems are actually producing products and services as an outgrowth of vocational education. They are operating businesses in which youth share in the income and obtain, through gut level experiences, a knowledge of how the capitalistic system works.

Another possibility is grants like one which was given to the south by the Rockefeller Foundation. This grant was given to develop a system of quick start vocational training which could organize within five days a training program for any new industry without any cost to that industry.

The fourth concept I leave with you is to ask you to think of a depressed area, an inner city, or a rural area and a range of vocational services that might serve as a bootstrap to that community. I want to share with you six possible services.

1. A program for small businesses. It has been proven that programs such as these can help

small businesses survive. They can help them to determine how to spend their money and how to improve their marketing techniques.

2. Our postsecondary schools need to put full-time faculty members out into plants and businesses of their communities. Their one purpose is to be helping that plant manager to design an in-plant training program to increase the productivity of their existing workers and to increase their capacity to move up.

3. We need to think about an expansion of our cooperative vocational program. I believe it needs to grow at the post secondary level. We need to begin to look at a new transitional education pattern for the high school dropout or unemployed youth between 16 and 20 years of age in which we have that youth at a part-time job part of the day and in an educational program for the remainder of the work day. Then, we work with that youth for a three or four year period until we move them from an entry level job to a responsible career position.

4. The next area you need to think about is youth enterprises, particularly for minority youth. For a long time, vocational rehabilitation operated sheltered workshops for handicapped folks to run a business which produced services and products. Now, when the economy can no longer absorb these folks, why can't the schools create that kind of sheltered workshops.

5. We need to concentrate on the concept of cooperative education for adults. Did you know that 33% of the jobs in retail trade are part-time. And 28% of all service jobs are part-time. This suggests to me that we need to look at a cooperative pattern for adults of part-time education and work.

6. Provide a line-item budget to assist new and expanding industry. Also, hire a state staff to do nothing but tailor make and deliver trained programmers to work with post secondary and specialized vocational schools to help these industries.

In summary, I've tried to say I think there is going to be an increased emphasis in vocational education to look at youth from 16-24, to concentrate on adults, and to link those aspects of education to the economic vitality of the community. I think we have a great potential. In 1963, our schools of education were serving 3 million in this nation. Today, we are serving 15 million. In 1959, 22% of the people in this nation lived below the poverty level. Today, it is 11%. I would like to think that the expansion of vocational education over the past 15 years had something to do with this.

"Vocational Education - A Student's Perspective"

JULIE SMILEY

*Student at Texas A & M University
in Agriculture Journalism/Communications.*

First woman to serve as a national officer for the Future Farmers of America. Western Region Vice President 1976 - 1977. Contributor of the Year Award from the Washington State Advisory Council for Vocational Education, Student Division - - 1977. Appointed to the Washington State Advisory Council for Vocational Education. One of four National FFA Officers to be a part of the first leg of an exchange between the Future Farmers of America and the Young Communist League of the USSR. First woman President of the Washington Association of Future Farmers of America, 1975-1976. Valedictorian of her 1975 graduating class with a 4.0 GPA.



I've been asked to present a student's point of view on vocational education and how I and other students view the total program. You all know that I am not a professional or a college graduate. I am still a freshman, and I have not written a book. However, I am a product of the system and would like to share my thoughts with you from that perspective.

One thing that has impressed me the most about being a student at Texas A & M University is the way that young people who are leaders and who are developed as leaders stand out in the crowd. In the past three years, both of the student body presidents have been former national FFA officers. The Texas FFA has 60,000 members.

Another thing that I have noticed is that in all of the technical clubs in the College of Agriculture, nine out of ten have leaders who have been involved at one time or another with a vocational youth organization such as FFA, FHA, VICA, DECA, or FBLA. I think that speaks a lot for the program!

I also believe that the vocational leadership training that young people receive in vocational student organizations has made an impact around the world. The reason I say that is because of some "hands on" experience that I had an opportunity to have last May. We had a chance to go to the Soviet Union for ten days, on the first agricultural exchange between the Young Communist League and any organization from the United States of America. They asked us; they invited us; they footed the bill; and so we went and it was a good experience. The thing that impressed me the most was that the Soviet Embassy called the Future Farmers of America in Alexandria, Virginia. They could have called any of the universities from anywhere in the United States and asked for the student body president, or they could have asked for the leader of the agriculture society of that university. They could have called on a 4-H leader or a host of young people in different programs. They could have asked for graduate students in agriculture or for those who were working on masters. They could have asked for young teachers? but, they did not. They went straight to the Future Far-

mers of America. They went to a student vocational organization for their exchange program because they see the kind of young people that are being produced, and they want to know what the secret is.

When we arrived, they wanted to know what makes the difference between young people in the U.S. and the young people in the Soviet Union. We went right ahead and told them what the difference is. We said first of all that these student organizations are part of the instructional program. It is not just something that happens after school or something that we do in our spare time. Students are serious about the things they are learning in FFA, VICA, DECA, and FBLA. They're serious about their projects and their programs. It is not just limited to agriculture. There is leadership development in all phases of vocational education.

The second difference is that these young people are learning to make decisions for themselves. They have been given responsibility. They have been given some projects of their own, along with classroom instruction. They learn to motivate themselves and use practically that which they have learned in the classroom. That is what makes the difference.

The third thing that we tried to impress upon them was the fact that young people have potential. They do not consider young people in the Soviet Union to be responsible until they reach the age of about 23, 24, or 25. Well, you know that if young people do not learn to get up in front of people and express themselves at an early age, by the time they reach 24 or 25 it is awfully hard to do so. Therefore, we told them that the difference is that young people in the United States who belong to a vocational student organization have an outlet for ideas, enthusiasm, motivation, and individualism.

In the Soviet school system, they are trying to train young people for specific careers. At their three-year vocational technical high schools students get a high school diploma as well as are trained for a specific career. At the school that we visited they were training for two specific careers. I believe that there were 800 students at this school, and they were training to be a tractor driver or a tractor maintenance person. They specialize in this area because the government has steered them into that direction.

We talked to a young boy, who was from a farm state, and we asked him why are you here at this school. What made you decide to come and take this type of curriculum? And he said, "Well, I didn't have much choice in the matter. The leaders of the farm state told me that I would come to this vocational technical school, and I would learn to become a tractor driver. Then, when my three years are over, I would go back to the state farm where I was born and raised and I will drive a tractor." And we said, "Well, what would you like to be doing five years after you graduate from high school?" He got kind of a puzzled look on his face and said, "Well, I'm going to be driving tractors on the state farm." Our next question was, "What about twenty years from now?" He looked at us and said, "Look, my father has driven tractors on the state farm ever since I can remember, and I am going to drive a tractor on the state farm." I see this as a big difference between the system in the United States and the system in the U.S.S.R.; if it is fair to compare. The young people in our system can decide what career they want to have and then they can pick the program that they need to achieve their goals.

It seems there is a great deal of trouble in the Soviet Union with vandalism, unemployment, irresponsibility, and alcoholism among young people. Maybe that is why they had us over to find out what makes the difference between our young people and theirs. It is true that they have a vocational education program. But there is one big difference between their system and our system -- motivation. There is a lack of personal attention, career guidance, and counseling in the Soviet Union's school system. There is a lack of people who are willing to take the time and sit down with young people and say, "What is it that you would really like to do? Where is it that you would really like to go? What kind of training would you like to have? How can we help you?" And, furthermore, I think there is a lack of development of personal leadership: the ability to take responsibility, to

think for themselves, to be innovative, to have ideas, and to be productive.

I am going to be blunt and say that I feel sorry for people who do not see the value of vocational youth organizations for young people today. These organizations are the key for so many young people to get a hold of what life is really about: to have motivation, to learn about responsibility, to learn what it means to put in a hard day's work, and to be responsible for the work that they are in charge of. A lot of people in the school system say they do not have time for vocational youth organizations. It seems there is always time for sports. But often time is not spent developing young people in youth organizations who will go on to be productive citizens of our country. Now, I am not knocking sports, but I feel it is just as important to train young people to have self confidence in other facets of life.

I spoke to a lady from Alaska today on the plane who told me her area was getting an experimental farm because of vocational agricultural education. She said, "Those people are learning how to raise their own fruits and vegetables." Since Alaska has to ship in 95% of all their fresh fruits and vegetables, you can realize that this is going to cut down on the cost, and that food is going to be a lot less expensive. I wonder how many times we step back and look and realize that there are young people with ideas who can steer themselves in the same direction as they are in Alaska, if we just give them a chance to develop themselves through youth organizations.

Another excuse I have heard is that we do not have teachers in our system who are enthused enough or want to sacrifice the time to be advisors of a student organization. I am sorry about this. However, most of the teachers and advisors tell me that this is the greatest part about teaching.

I would like to share with you something I read in one of the state newsletters:

When dealing with students, always remember that they are the most important people in our business. Students are not an interruption in our work -- they are the purpose of it. Students do us a favor when they call upon us. We are not doing them a favor when we serve them. Students are not cold statistics. They are flesh and blood human beings with feelings and emotions like our own. Students are not a name, or a face, or a number, but they are individuals. Students are people who bring us their wants. It is our job to fill those wants. Students are the lifeblood of this or any other business, and students deserve the most courteous and attentive treatment we can give them.

I wonder how many times we stop and remember that students are not just numbers in a school, but they are young people with wants and desires, and they have a desire to be led, and they have a desire to be influenced. I wish teachers would quit kidding themselves by saying "students do not ever listen to me!" The teachers that I had in high school have made the most permanent impression upon my life, and I'll never forget some of the things that they said to me. I believe teachers can be either a positive or negative influence in life.

I think another excuse that comes up is "We are training your people for careers for business and industry, and we just do not have time to be fooling around with clubs and organizations." When we have visited leaders in business and industry, nine times out of ten they would say just one thing to us: "Please train young people to have a little confidence when they come in for the job interview. Teach them that when they come to work for us they will not start at the top." These leaders are speaking to attitude and, I believe, a lot of that attitude is developed in the student organizations. I think that business and industry are looking for young people who can take orders, listen to instruc-

tion and who want to learn. It is true that jobs are going to change and young people are going to have to develop new skills and have different knowledge about different careers. But, just as importantly, they are going to have to sell themselves and learn to prove that they can handle responsibility if they are ever going to keep the job that they get.

Finally, I would like to comment on a topic that concerns me: discipline in school. I will be the first to say that I do not have an answer for this. But it is a very real situation, and it might be one of the reasons why teachers get burnt out. In Texas, we hear about teachers who have had to take knives and guns away from students in class. Teachers are assaulted by students. I think, personally, that if parents do not make education a priority in the home, then students won't make it a priority when they get to school.

I want to encourage you, as educators, and say that discipline is just something that you are going to have to deal with. And I hope that you can see beyond all of this to the real issue at hand, which is giving a solid, well-rounded, well-balanced education to kids -- basic education and leadership development.

I have a poem that I would like to share with you:

I took a piece of plastic clay
And ideally fashioned it one day
And as my fingers pressed it still
It yielded and moved unto my will
I came again when days were past
That bit of clay was hard at last
The form I gave it still it bore
Though I could change it no more
Then, I took a piece of living clay
And gently formed it day by day
And molded with my power and art
A young adult, soft and yielding heart
I came again when years were gone
It was a man I looked upon
He still that early impress bore
And I could change it never more.

The economy may change. Jobs will vary. The kind of skill and training will vary, but the young people will stay the same young people who have a need to be influenced. They have a need to be listened to; they have a need to be directed; and they have a need for positive influence. And where you like to believe it or not, you as educators, and you as teachers, are the ones who make the greatest influence on kids today. I would like to encourage you to keep up the good work encouraging students to be individuals, to think for themselves, to get involved in student organizations, and help them develop into the kinds of young people that I know they can be.

Legislative Leaders Exchange Viewpoints with Educators

Bill Mohler, Moderator

President-Elect WCLA and Business Services Supervisor

Clover Park Vocational Technical Institute

Panelists

Representative Al Bauer

49th District Democrat

Chairman, Majority Caucuses

Senator Harold A. "Barney" Goltz

42nd District Chairman, Senate Higher Education Committee

Representative Phyllis Erickson

2nd District, Chairman, House Higher Education Committee

Glen Rose, Special Assistant

Education, Office of the Governor, Washington State

Homer Halvorson, Executive Director

Commission for Vocational Education, representing Vocational Commission

Joseph Malik, President

Grays Harbor Community College and President of Washington Association of Community Colleges, representing Washington Association of Community Colleges

Gary Kohlwes, Superintendent

Renton School District, representing Washington Association of School Administrators

Dave Steele, Vocational Director

North Thurston School District and President of Washington Vocational Association, representing Washington Vocational Association

AL BAUER

Representative, 49th District, Democrat

*Fourth term in the House of Representatives;
Chairman, House Education Committee for four years;
current chairman of the Democratic caucus of the House
of Representatives; school teacher for 18 years (grades 5-12).*



Thank you very much for inviting me to the WCLA Symposium. Let me first give regrets from Speaker Bagnariol. He had hoped to attend this meeting, but due to a schedule conflict was unable to be here. Representative Bagnariol is a 100% supporter of education -- general education and, in particular, vocational education.

In an earlier speech, Miner Baker suggested that if you plan, plan frequently. This seems particularly true for the legislature or an educator. The legislature must plan for the short time that it is in session. In Washington State, the constitution provides 60 days of regular session, and additional days as the governor deems necessary. As such, frequent planning is essential.

The Washington Legislature is currently making major policy decisions about education. Personally, I regret that the legislature didn't take more time to work through some of the more difficult decisions we made last session. Some of us were anticipating going back this winter and spring to resolve some of those differences that we knew were inherent in that particular legislation on education.

Too often, we as legislators are looking for final decisions. When I was chairman of the Education Committee in the House, I remember thinking that if we in the legislature could resolve this negotiation problem, then get some legislation passed in vocational areas, then help pull together the educators in the field of vocational education, eventually the legislature won't have much to do. But, alas, that is not true. By the time the session is over and I get back home, there is already another similar task even bigger than the one just completed.

During the past 6 years in the legislature (4 of which I was chairman of the Education Committee), we have been discussing at great lengths such areas as accountability in education and competency-based testing. The legislature has felt pressure to exert more responsibility and accountability as far as state funding is concerned. And we passed some testing bills and definitions of goals as a result of this pressure. Probably the next area of legislation will be a test to determine whether or not an individual graduates from high school or receives a diploma.

All of these important topics are discussed in a short period of time in an environment of hurrying and scurrying. There is tremendous pressure from the public and from the press for answers. And we in the legislature are short of time to make these decisions, and also short of bucks to initiate changes.

The legislature is running three or four years behind in terms of meeting the needs of not only vocational education, but also in meeting the needs of the state. We come to session to put out fires rather than planning ahead. We need to work together with administration as policy makers in putting together a program that is responsible. Thank you very much.

BARNEY GOLTZ

*Member of the State Senate, 1975-present.
Chairman, Higher Education; Social and Health Services
committee member; Ecology committee member.*

*He is presently Director of the College Planning Office of
Western Washington University. He has served as a member
of the State House of Representatives from 1973-75. Honors
include: Who's Who in the West; Best New Legislator Award,
Argus Magazine, 1973-75; Seattle Chapter, AIA Awards
Juror, 1970; and Washington State Arts Commission Award
for Campus Planning, 1969.*



I appreciate the opportunity to be at this WCLA symposium. The Washington State Legislature is extremely proud of the educational system, both K through 12 and post-secondary, which is taking place in Washington State today.

Public education started a long time ago when John Rogers was responsible for the barefoot schoolboy law, which is now the law in every state in the nation guaranteeing that every student should have the right to an education.

In the late 1960's, under the direction of Senator Sandison, the community college was established. At that time, a state policy was well in place -- that every person in the State of Washington should have access, not only to a K through 12 education, but also a post-secondary education within commuting distance of his or her home. This is virtually true now for almost 100% of the population in Washington State.

During this time, the state legislature also gave specific attention to the needs of vocational education. Vocational education has grown tremendously, both in the 48% curriculum offered in the community colleges as well as an increasing number of students in vocational-technical institutes and various other vocational opportunities in our public school system. The State of Washington spends more for post-secondary education on a per capita basis than all but three states (Alaska, Hawaii, and Wyoming).

I believe the state legislature felt it was making an improvement in vocational education when it passed the basic education laws during the last session. I agree with Representative Bauer that we did

not write perfect legislation. And we had hoped that we would come back and really get a chance to fine tune it before it had full force and effect upon our educational system. Unfortunately, we'll have to defer the fine tuning until 1979.

There are some things that we ought to do to assure that vocational education's role in a changing economy has good climate. First, I believe vocational education will be best served when the decisions pertaining to curriculum are dealt with at the local level. So I believe very strongly in the system of decentralized governance boards for our community college and K through 12.

Second, I believe we have to find ways to improve the climate for teachers. I am distressed when I hear that we're talking about eliminating tenure as a concept of protection of our teachers. Not everyone understands what has been said. The governor has said she is not for eliminating tenure and I am proud for her saying that, but I think it's been misconstrued when it is reported that tenure is unimportant or unnecessary. That kind of talk in the press sends a shudder throughout the educational system. And I believe that we have to be very careful that we create a climate which makes it possible for teachers to perform at their best.

Third, I believe we need to look at our system of support. I am concerned about our taxation system because the demands for taxation and demands for revenue increase and shift. We have a system which is very regressive and I'm afraid at some point we may find that the competing demands for revenue are going to place a tremendous burden on certain aspects of education.

Several very brief final comments: I would like to see some additional attention being given to the need for technical education beyond 2 year vocational programs; a link-up between the colleges and universities of this state with their vocational education programs to an advanced vocational or technical capability. I know that there are efforts being made at Washington State University and Western Washington University and other places in this state to try to develop a program of technical education as an add-on to our present vocational education offerings.

One other final thing that I'm sorry we have not been able to implement (a bill which I sponsored during the last legislative session) is the creation of a Youth Services Corps in the State of Washington. That bill was passed by the legislature, and so far not one dime has been spent to implement a Youth Services Corps program, which would be an alternative in-service program for youth in the State of Washington. Thank you.

PHYLLIS K. ERICKSON

House of Representatives 1972, 74, and 76.

Chairwoman of the Higher Education Committee; served as Vice Chairwoman of the Revenue Committee; presently serving on the Insurance and Revenue Committees; served on the Constitutions and Elections and Agriculture committees.



I would like to start out with my concern over the tax situation and with what we may foresee in the future in Washington state. We have funded higher education rather well per capita in our state and I think this is fine. It has been good public policy in my estimation and has led to good quality education. I think that we have good access to the system and this is to be commended. But I also realize that we are the 45th in the nation as far as our local and state taxes go. In the higher income, I know that seems pretty painful. We've all been paying our federal taxes, but I'm talking about money that is available to you on the local and state level. Washington state is way down, and we have some serious matters to contend with.

We have to fund social programs that are making demands on us and we certainly have a commitment to fully fund or nearly fully fund education. I think that I must say that sometimes education is really the scapegoat to social problems. The discipline problem has manifested itself in schools and is a deep problem. We hear about those students who can't add up a column of figures or can't write a check quite often. Yet I think that we have a lot of fine people.

We are going to be developing competency testing and are going to continue to make improvement in education in Washington state. I think any kind of testing program must have some ability for a remedial program. To say the person simply can't do it is not good enough. If the person can't do it, we need to find out why and develop remedial training.

The outlook is not hopeful in as far as our fiscal condition is concerned. We have to make the very best use of those available dollars. Some of the innovations that have been discussed today are very exciting. I would hope that innovative programs are continued to achieve the very best service we can in vocational education.

In 1975 the Vocational Education Act was passed, and it is now being implemented. We may have to do some more work with its implementation and it may need some additional fine tuning. But I think that it is the beginning of something that can happen. We need to be extremely supportive and I think that we need to work through the problems with your help. I personally have three sons who each has chosen his own way to get along in life. One chose a technical school, one chose a community college, and the other one has a Ph D. I am glad that they were able to make those kinds of choices. And I want us to continue to have a system of delivery that can give those kinds of options to our young people. Thank you.

GLEN ROSE

Governor's Office



I was asked today to make some comments about the critical issues that will face vocational education planning in the future. I have to start out by saying one thing: If we don't resolve the issue of capital formation and energy development in this country, if we don't begin to find the answers to those kinds of problems that we face, then we aren't going to have any jobs available for the young people we're talking about training. The thing that has made this country grow in the past

has been an opportunity at some point in time for a job to be available. I think that this is most important for us to realize and to remember. If we're going to sit and stifle the economy so that we can't move ahead, then we're going to be in trouble.

I think education has a real role to help overcome the great fear that everything we do will destroy the world and ourselves. On the other hand, I think we also have an obligation in education to be saying to society that we are going to insist on competency testing.

I would like to preface my remarks with this: often times when we criticize or make suggestions there is a feeling that everything is wrong in what we are talking about. I would hasten to say to all of you that this is not true in vocational education because of the fine people we have -- we have a good system. The remarks that I am making are ways that I think we can help to improve vocational education.

The Basic Education Act is going to highly impact the high school programs that we now have. You as superintendents and people in vocational education are really going to have to sit down now and do some hard planning or else you are going to find that this act is going to have some negative impacts on you. The Basic Education Act and money in the budget are going to be influencing you a great deal more in the future than it has in the past regarding vocational educational programs. And I know that all of us want to make vocational education succeed. So, I would caution you again to make sure that you do sit down and do some planning.

Secondly, I think that we are going to have to look more and more into the future to coordination of the vocational education programs among the high schools, community colleges, and private schools. I think we're going to need to come up with more and more answers and programs before we begin to ask for dollars. And all over this state there is a growing demand from the people for quality in education.

Fourth, I think the licensing standards that are being introduced to education of our state will have a significant impact.

Fifth, I think that the accreditation will be called on to grow stronger and respond more rapidly to the problems that we have talked about in the past.

Sixth, I think that the area of consumerism will grow in education. As this grows, we are going to see increasing lawsuits by people who say they cannot read. All of these are going to impact education, specifically vocational education.

Seventh, there is real need for vocational education to enhance its public image. I think that more and more we have to realize this. Too often people are saying today that vocational education is a real fine concept, and when you start talking to them about their own child going into a vocational course, they say, "But don't start at my home." I think also that we need to have the interim step between vocational education and professional learning -- technological training.

Eighth, I think the Commission on Vocational Education is going to need to react and make decisions more rapidly. The Commission will need to respond to the growing needs that industry is going to be placing on vocational education.

Ninth, I think that we will need to develop ways to serve the adult learners. We've talked about this before, and I think this is going to become a growing problem.

Tenth, we need to strengthen our ties to other groups with special interests, such as the labor organizations, trade and business associations and groups, and the professional organizations. By

strengthening these ties, we will begin to work together more effectively.

Eleventh, I think that we need to shift the focus in education to help the student who is a high school dropout. One of the things that I have heard repeatedly from people in Employment Security when they talk about the high school dropout is: "But what can we do with someone that you send to us out of the educational field who doesn't really have much in the way of marketable skills?"

Twelfth, I think that programs need to be presented for funding before the dollars are distributed. There will probably be less dollars for vocational education, relatively speaking. We need to make sure that we're doing a good job with those dollars that we do have.

Thirteenth, I think we need to assure timely response to the needs of industry. We have to have adequate guidance, pertinent instruction, and have an effective placement program. These things working together can make vocational education respond to what is happening in industry.

Fourteenth, I think that we need to improve the productivity of vocational education through the development of new methods and new processes. I don't know what these developments will be, but I have an abundant faith we will discover effective ways to deliver vocational education to 9 million people.

Last of all, I would like to leave one thought with you. As we move ahead in education, there is one area we aren't going to need dollars for -- we are going to need a lot of sense. We must work strongly and very hard to restore and to maintain our educational program -- the kind of quality and the kind of standards that brought this nation to the level of attainment that we have reached. We didn't get here because of sloppiness. We didn't get here because of bent nails or because of ruined pieces of equipment. We got here because we were willing to put those things into education that are necessary. In education, if we do not do our job, we may not pay for it now, but we will pay for it later.



EDUCATORS REACT !

HOMER HALVERSON

If we could title this afternoon's addresses, I think that it would be enthusiasm. The enthusiasm and vitality displayed by Gene Bottoms makes me pleased to have him as Executive Director of the American Vocational Association. His understanding of the differences between the various states' vocational education programs is commendable. We need to find a way to convince the federal legislators that the states are not all the same and guide federal legislation to this end.

Julie Smiley is a beautiful ambassador for vocational education from Washington state. She referred to the youth development programs of vocational education and how the youth organizations have provided that development. In the state of Washington, we are doing a great deal of youth development; I think that it is one of our better vehicles.

Ms. Smiley indicated that in the U.S.S.R. people are channeled into occupations from a very young age. Here in the United States we have a very, very large choice of occupations. There are some people who have said, "Perhaps we have too large of a choice for our people to choose from." She also indicated that students are individuals, and they are not widgets; that they do require special attention. I think this is not totally understood by our legislators when they enact the legislation here in the state of Washington. Thank you.

JOSEPH MALIK

It always makes a better speech to talk about the additional good things that you are going to do in education. But at this time, the state does not appear ready to provide more services to the people. This state is at the crossroads and is facing basic policy decisions about whether we are willing to pay for more services. That's a really hard decision, and I don't envy the position of the governor or legislators in dealing with those problems in the biennium ahead. We can't continue to make more programs accessible to more people closer to home and not raise taxes. Who among us wants to tell the people of the state we are not going to provide any more services? Someone who runs for office every two years doesn't want to; local board members don't want to. Those are hard decisions to make, and yet it is also hard to get the votes to raise taxes.

Accountability has been mentioned several times here today. I would plead with our legislators and our executive branch of government to look into what people mean when they talk about accountability. I think everyone in this room would want to be accountable for using the public's funds wisely. But accountability has become, in too great a measure, making reports and running up the cost of doing business. I would venture to say that no one has figured out how much more the cost of the common school education system is going to be when they are required to generate the kind of data now generated by higher education institutions in the name of accountability.

We've talked today a number of times about the need for vocational education to be responsive. We've talked today about the importance of advisory committees, the importance of working with business and industries so that we can create or improve or expand vocational programs in a timely fashion. I hope I'm wrong, but I think the allocation of funds by formula detracts greatly from our ability to respond in a timely fashion. Lapsing of funds on a quarterly basis will kill the ability to

respond in a timely fashion. Institutions are going to become more muscle bound in their attempts to be responsive. And, ladies and gentlemen, I hope I'm dead wrong about that. Thank you very much.

GARY KOHLWES
Renton School District

I would like to confine my remarks in support of a group that is not very well represented today -- the group that makes our existence possible -- the young people in this state.

I'm one who has great optimism for the future of the young people and feel very comfortable in coming to their defense. They're a much maligned group; we sometimes represent them as a group of wandering nomads, no values, no goals, and sometimes even a noncaring group of people. Certainly there are examples of this; we have all had those we are not proud of. But, in the large part, we have an excellent group of young people to work with in education.

I believe that one of the keys to our existence and the success of our programs is the attitude that we hold towards those young people. We're headed very much in the right direction. There is less vandalism in the schools today. There is improved physical appearance, better attendance, increased participation in school activities, diminishing involvement with controlled substances, less classroom disturbances. The problems are not eliminated, but we are certainly headed in the right direction.

It seems like we spend a disproportionate amount of time focusing upon the apathy of students, somewhat because it is fashionable and maybe easier to talk about. In the large part, we have an excellent group of young people to deal with.

I would propose that the young are really not the problem with respect to our training programs. I have to assume that for the most part young people want to learn; that they will be responsive to effective educational programs. Much of their distracting or disturbing behavior is an overt manifestation of their frustrations; they do not want to do us in or destroy our programs. They, too, are worried about their future and their productivity. We have to make some distinction between whether they are really unwilling or if they are unable.

There were some comments made earlier about the degree to which education is becoming the agency that is responsible for all of our social ills and manifestations. We, as educators, need to learn more about what strategies work and what strategies don't work, how to motivate people, how to direct them in educational programs. We are woefully neglect in the psychology of learning. What is it that turns some on, gets them involved in some kind of goal-oriented direction? We know that teachers play a very significant and dominate role in motivation.

I would like to propose one thing -- money alone is not the answer. It is not just pouring out additional dollars, although it certainly does take dollars to do some things we want to do. As a group of educators, we have a tremendous challenge to see what we can do to become more responsive to vocational needs and other educational needs to see what kind of productivity we can provide.

I have heard in my community and many others about the "good old days" and returning to the educational programs that used to be. Within the past week, I had an opportunity to speak before our largest service club in Renton, of which I am a member. After giving them some kind of feeling about the direction of education in our community, I involved them in the participation of a competency based test which is one of the requirements for graduation of all of the seniors in our school

district. This particular test is our first one in Renton, and is in mathematics. After hearing all kinds of excuses, such as: "I have to leave early," "I'm not really prepared to take it, I forgot my glasses," "I don't use math anymore, this is kind of unfair," we had a very large group participating in the exam. The participants were given numbers rather than names so they could all check how they did later. Sixty percent of the group taking the exam successfully passed it at the level that is required of our high school students.

Sometimes we look to the "good old days." We look to the achievement that young people used to have and feel that now we are turning out a group of illiterates and people that cannot perform one kind of function or another. I would propose that education of young people has been a problem for years. We haven't resolved it for years, through many, many efforts of decades of opportunities. We are not going to resolve it overnight.

The basic ingredient that each and every one of us has to maintain is a positive attitude toward young people. If we ever lose it, if we are ever unable to achieve and retain a positive attitude, then it is time for each and every one of us to get out of the business of education.

DAVE STEELE

The Washington Vocational Association has gone on record in support of the Basic Education Act. We believe it is a law that is going to improve education in this state; we recognize that there are very serious problems that need to be taken care of.

One of the problems in legislation is time to communicate with the field. I appreciate that problem, and I don't know how they can get through all the bills that they do and get good input from the field. Our association is committed to providing as much information as we can to these different legislators. I am concerned that many times we have the bureaucrats speaking for local education rather than the people out in the field that have to implement these laws. We as a professional association and as professional educators need to do more talking to the legislators; we need to talk about the problems that affect us locally, not the effect on somebody in a state office. This takes a personal commitment for each one of us to do the job.

One frustration I have found is working with legislation in the area of public disclosure. There is a lot of confusion about what you have to report when you talk to a legislator. It is very important to the educational community that these things be cleared up so that we can effectively tell our story without getting into the problem of using public funds to promote a program.

The Basic Education Act was a compromise between the two houses of legislature. And because of that, some problems have emerged. One problem is with the definition of work skills; a conflict between career education and vocational education. I have attended meetings in this state where numerous superintendents have said, "Finally they have passed a law so that we can have career education instead of vocational education. It's a cheap way to provide work skills." I do not believe that the legislature had any intention of decreasing vocational education and increasing career orientation on the high school level. It is a problem that we have to deal with -- we need to clean up the legislation.

One of the vocational directors last night said that he already has more than 40% of his program

in work skills. Does the Basic Education Law mean that he has to cut down on vocational education? A very small community that needs that type of training has to be dealt with.

Another problem in the Basic Education Act is a conflict of law. We have a Basic Education definition and other conflicting laws. I am a negotiator on a management site for our district, and we are finding a conflict between what is negotiable and what is not negotiable. There is a law that says that teachers can negotiate, and there is also the Basic Education Law that puts a lid on the salaries.

I would like to mention skill centers. We need new methods and delivery systems for vocational education in Washington state. Many districts are experiencing declining enrollments and have to cut out a lot of their vocational programs. We believe one of the most cost effective methods of providing quality skill training is to use the skill center method. During the last few years, the legislature has put in a prohibition against skill centers saying that we cannot have them in the K through 12 system. The governor has seen fit to veto this section. We need to get legislators to understand the skill centers are not new community colleges or vocational-technical institutes, but rather are high school methods of delivering vocational services.

In conclusion, I would like to mention the public image of vocational education. The Washington Vocational Association has been very concerned about the public image of vocational education. We have just completed a 60-second television spot, which should be released to the television stations within thirty days, to try to improve the public image of vocational education in this state. We need all of your help. We need to have all the vocational educators telling their story. If we continue to tell the story and show what we're doing -- and show what we're doing is cost effective -- I think we can get important support from our legislators. Thank you.

JOHN WALKER
Assistant Director
Office of Financial Management
Olympia, Wa.

It was a pleasure to see such varied individuals participate in this symposium today. It has given the conference a particular flavor. There is always a danger in not bringing in new people. Too often when people have like values, and that goes for forecasters and economists, too, they tend to interact with each other and reinforce one another's ideas; they begin to see the world alike.

I've always been a strong supporter of all levels of education. But where are we going to get the money to give all these levels of education the support that we've given in the past, particularly in the coming biennium, without drastic changes in the tax structure. Now, I'm not

advocating tax reform; I think that is a decision the people have to make. Should the people favor tax reform, fine; then they'll vote for it. If they don't want it, then we are going to have to reestablish our priorities in education.

I would plea with each of you here today to begin solving vocational education's problems. Many of these problems are obvious not only to me, but also to outsiders. I encourage you to develop leadership internally and get those problems solved. Because if you don't solve them yourself, somebody else is going to do it for you, and usually those people do a worse job. I'd hate to see anything happen to the system of education that we've developed in the state of Washington -- it's an excellent one. Thank you very much.

SUMMARY STATEMENT



ANDREW KORIM
Provost Community College Component
West Virginia State College

I'm pleased to have this opportunity to participate in the symposium on Vocational Education's Role in a Changing Economy.

As I listened to Sar Levitan speak, I thought that he might come on with such economic concepts as the backward-bending labor supply curve. And, in fact, he was talking about that a little bit but he didn't label it that way. There are basic economic concepts that relate to the unemployment situation that we are facing. I didn't hear him refer to the marginal efficiency of capital, although that has come up during the day in other words. What he did say, I think, was quite significant.

I think that it is important for us as we look at the role of vocational education in a changing economy to look at the character of the American economy. It's a trillion dollar economy. We're rapidly approaching a hundred million labor force. It is primarily a private sector economy. Only about 30 percent of the Gross National Product comes from government spending or government services.

There are some unique characteristics. We acquire our federal revenue primarily through personal income taxes and corporate taxes. And then this trickles back to us out in the states. As we look at the economy, we need to look at basic conditions. Many of these conditions were covered by the speakers today. We are a healthy economy, but we do have some problems. Let me just run through some of the problems that

we have because in these problems opportunities for vocational education are inherent. Some of the opportunities are not very apparent.

There is a decline in the productivity of our work force. This decline comes from many reasons. It could be, in part, due to our emphasis on leisure. It could, in part, be due to basic sociological and political conditions that are beyond the control of our economy.

We are in a deficit situation as far as international trades goes these days, and that could be traceable to our decline in productivity. Other nations out-compete us.

In the current energy situation there are some extraordinary opportunities for us as vocational educators. The energy situation is going to force upon us some new technologies. And even though from time to time I say it's going to lead to labor-using technology as opposed to energy-using technology, a lot of people would probably disagree with me on that, and that shift may not occur for quite some time yet. It depends on what our solution is. I think that there will be new technologies that we will be faced with and, as vocational educators, we have to be prepared to work with them. This will hopefully have an impact on our level of productivity.

One of the things I didn't hear much about today was the effect of inflation on the purchasing power of our vocational education dollars. One of the reasons we have so much difficulty

is that those dollars that get appropriated purchase less than was expected in many cases. When Congress authorizes X-millions of dollars, there is an assumption that this is going to buy so much in the way of personnel, services, and equipment. When we really get the funds out here at the state level, it buys considerably less than what had been anticipated.

We need to be concerned about another basic economic condition. We're losing a lot of domestic industries. This was mentioned, I believe, by Sar Levitan. We're losing electronics. We're losing the automobile. We've lost the textile. What is left? Agriculture still seems to be the one area where we have a significant edge and, unless the energy situation hits us there, I think we can maintain our advantage internationally in agricultural production.

I was pleased to see that you had a panel this morning that did represent various sectors. You did have a man from agriculture, and he made comments about what it costs to buy a pound of beef and how you might avoid paying those costs.

Another thing that I think is very significant and I heard a little of this afternoon: The taxpayer generally feels overburdened whether he is paying federal taxes, local taxes or state income taxes, sales taxes. There is no doubt about it -- there is a tax rebellion. I don't like to pay my taxes. And I'm not not as hard put to pay taxes as the person on a lower income or the middle income scale. There is a mood of revolt. That is why it is so important for us to focus on our output and our productivity as educators and as vocational educators. We have to defend, much more earnestly, what it is we do in the light of that revolt. I don't know how bad it is here in the state of Washington but in some of the eastern states, especially the Northeast, it is real bad. In Ohio, for instance, there are school districts that are closing down simply because the taxpayers refuse to pay the taxes to keep those schools open.

We have to keep in mind that the corporate sector equally feels the press of taxes. This may account for the loss of some of our major corporations as they move overseas, I don't know. The corporations may be intact, but they're doing a lot of their production overseas, and in many

cases they're moving overseas. What I'm saying is that we have an economic situation that doesn't look good when we look at the tax picture, and the extent of the tax bite whether it is on you or the corporate sector or the small businessman. We can talk about opportunities for small business and the impact for us as vocational educators, but we have to also look at the other side of the picture -- what the small businessman has to go through in order to function as a businessman.

The unemployment situation is very serious. Some people refer to it as structural unemployment. This is where there is really an unemployment trap, especially when it comes to the youth. We have certain categories of youth that cannot get out of that trap and possibly some of the kinds of things that Gene Bottoms referred to might help us reverse that. But most of what we've tried here has not worked and vocational educators, generally, have been somewhat helpless in getting at that problem and this may account for CETA. I'm not going to, at this point, get into CETA, but I do believe that we have to look at CETA as an alternative to vocational education, perhaps, because we have not, as vocational educators, been responsive to that population Congress has turned in that direction, maybe ill-advised, but nevertheless they have gone that route.

I want to also emphasize here the extent to which our economy is regulated, maybe over-regulated. Here again, notice the impact that this overregulation will have on the small businessman. The corporation can handle it but the small businessman, the man who is working at a hundred thousand gross a year or a half a million a year, has difficulty. What kind of regulation am I talking about? I'm talking about OSHA. I remember I was in an airport down in Portland a couple of years ago, and I ran into a fellow who had flown in from Denver where he had purchased some trucks. He has a major truck sales operation on Interstate 80 and he was complaining that OSHA is driving him out of business. He said, "They come in and tell me whether my toilets are proper, whether I have proper safety conditions. I'm too small; I can't afford to respond to those standards." I understand what EPA is all about but notice the impact on the small businessman as he has federal inspectors coming in to take a look at whether or not the

pollutants in that particular business are within standards.

Equal employment opportunities, God bless us for our social mindedness, but do you realize the impact this has on the small businessman who could be shut down because he isn't complying? Even the woman from the Bell System talked of the difficulty there. We've got some serious problems. What I'm saying is that businessmen are carrying the burden of regulation with the kinds of social programs that we're trying to pull off. There are implications for us in vocational education in these areas. We need to prepare the potential and existing entrepreneurs to cope with the heavy load of paper and the costs related to regulation.

What about the poor economic forecasting system we have? You're here to try to get a handle on what direction you ought to go. Sar Levitan, who is an economic statistician, couldn't say much, could he? He just said that the answer is "Yes and no." That doesn't tell me a damn thing. Frankly, I think that we are able to say more than that. I want an economist to tell me a little more about what the implications are than simply that population is declining.

In this whole area of economics, whether it is forecasting or looking at the supply and demand situation, I do believe that there is a circle of ignorance. Let me just simply give you an example: When I worked at the A.A.C.J.C. in Washington, I got a call one day from someone in the Department of Labor who worked with the economic outlook publication. And the question was posed, "What can you tell us about the occupations in the home economics area?" I had called over there and asked that young lady's boss that same question a couple of weeks earlier. The implication is that we don't have much to go on.

Now, let me move on to another problem related to our own internal situation as vocational educators. Next week I'm going to meet with the vocational education directors and the county schools of two adjacent counties where our college is located. We're going to talk about an articulation agreement. We're going to talk about turf. I've drafted an agreement where we're going to try to buy services from them, and they're

going to try to get the associate degree from us.

We agreed that we were not going to talk about the areas of disagreement first. We're going to talk about the areas of agreement. I think that anyone who goes into negotiation and bargaining that wants to get anywhere has to do that. I do know that you have some jurisdictional problems here, and I would hope that you will have some success in working them out. I think that the fact that you are here together and that you are a very well motivated group is encouraging. I hope you have tolerance in working out some of those jurisdictional concerns.

Mrs. Jordan from Pacific Northwest Bell mentioned that we have a lot of competition when it comes down to training people. We do not have a monopoly in this business of vocational training. You might recall that she said she was training people. We know the military has a bigger budget, in a lot of ways, than we have for training people. Their peace time mission is training. We're between seasons as was mentioned earlier this morning. They're training and they're training people well. Many members of our civilian labor force can trace their preparation back to the military days. So we don't have a monopoly on vocational education.

Furthermore, we don't have meaningful measures of our own productivity. As we face those tightening tax dollars, we've got to be able to tell people how effective we are. We don't have good measures of productivity. I had a chance to be at a meeting that Alan Suver was running, along with some other people here a year or so ago, and we talked about productivity within education and measuring it. We can't find much on that subject. We tend, sometimes, to look too much to D.C. for our priorities. I'm suggesting to you that I don't think we can look to Washington for solutions to our needs. I think it's going to come through professional organizations working together, and the leadership will come from there. Just as Gene Bottoms was representing an element of leadership, I think that you have to, through this kind of process. Work up your own solutions, develop your own measures of productivity, and then, possibly, take your priorities to the people.

Let me just mention one other point here

again. In 1973, we had a chance to run a survey at A.A.C.J.C. and we found out that 40 percent of the community and junior colleges did not know they were eligible to participate in M.D.T.A. or if they knew they were eligible they didn't know how to do it. CETA has a better record, believe it or not. I think it's more like 80 percent of the community and junior colleges that are involved in CETA across the country. I don't know what the situation is in this state. Prime sponsors are closer to you than M.D.T.A. was under that particular era. As local entities, we talk about working with the local communities, the mayor and the county commissioner, or the supervisor in that local community. And so, I ask you to be tolerant of CETA. That might work better than some of the other solutions that we've had earlier.

Now let me just comment on your fine state here. You know the air is good here. And the water is good. Gene referred to the fact at noon here that you don't have some of the problems they have in the Northeast, and I think he is quite right. You have a good vocational education system, and a good community college

system. You have a strong, diversified economy: Agriculture, forestry, fishing, shipping, manufacturing, construction. You've got a good source of power. You have a good work force. There is a work ethic left in your work force.

As I wrap this up, I think that you can give leadership to the other parts of the country. I hope that as you work at your problems here and as you try to interface with the economy that out of this comes some guidance to the rest of us. I think that you've got the ingredients here to do that.

I'm certainly pleased that I had the chance to come here and I'll look forward to seeing some plans of action come out of the symposium. You know, you can't just stop with this. The next step is, "What do we do now?" I hope you have some plans to introduce some practical, pragmatic approaches to this whole concept of interfacing with the economy.

Thank you.

BILL MOHLER
Vocational Administrator
Clover Park Vocational-Technical Institute

WCLA is establishing a plan of work for next year and the future. We will be using abstracts of today's proceedings to help establish this work plan.

Another tool to be used by WCLA for planning will be the symposium evaluation form to be completed by all participants in this conference.

There's one other aspect, in addition to the evaluation and abstract preparation, that was built into our plan. We are developing a task force to follow up on this symposium prior to the summer WVA Conference. The individuals that have been named on this task force are: Jim Blue, Ken Hilliard, Al Green, Allan Suver, Bill Moran and me. We will be meeting periodi-

cally until the summer conference to develop a plan of action for WCLA based on an evaluation of all the things that were said today.

On behalf of the State Board for Community Colleges, the Superintendent of Public Instruction, the Commission for Vocational Education, and the Washington Council of Local Administrators, we were pleased to provide the Spring Symposium for your benefit.

Educators eye revenue base

About 300 vocational educators from across the state met in Spokane Wednesday to discuss their future plans against the background of a changing economy and shifting revenue sources.

Steven L. VanAusdle, Walla Walla, president of the sponsoring Washington Council of Local Administrators of Vocational Education and Practical Arts, said the symposium at the Ridpath Hotel was valuable in that it brought educators together with business and government leaders, all of whom learned something.

"Sometimes educators only listen to other educators," VanAusdle said. "Now we're listening to different points of view, and that's a very healthy thing."

Participants in both a morning panel discussion, matching educators against business leaders, and an afternoon forum featuring educators and legislators, pointed to communications with federal and state governments as a major problem.

VanAusdle said Gene Bottoms, president of the American Vocational Association, the symposium's luncheon speaker, had a good grasp of the differences in vocational education needs among states - a perspective he said the federal government doesn't always share.

On the state level, Washington legislators present said the move to state funding of education and problems with the state tax system could have serious effects on vocational education.

Senate Higher Education Committee Chairman H.A. "Barney" Goltz, D-Bellingham, said full state funding of education could eliminate local input and result in ineffective decision making.

"When the Legislature attempts to cut red tape, it usually does so lengthwise," said Goltz, who also sat through a State Commission for Vocational Education presentation Tuesday night describing how it planned to use funds in 1978.

Touching another of Goltz's concerns after the Tuesday night meeting, Washington Association of Community Colleges representative Joseph Malik said, "The allocation of funds by formula detracts from the ability to respond to needs in a timely fashion."

Several speakers stressed that educators should make careful use of available funds to meet as many needs and realize as many goals as possible.

In his address, Bottoms emphasized the need to "get more for the dollar spent." He also outlined three other areas vocational education should look to in the future - developing new programs for minority youth, better serving adults seeking to re-enter the job market and increasing the effectiveness of vocational education in industry development and on-the-job training.

Just as important as Bottoms' dreams of the future were the solid realities and economic predictions offered by two other symposium speakers, VanAusdle said.

The morning's keynote speaker, economist and educator Sar A. Levitan, estimated the vocational manpower requirements into the 1980's and detailed the direction of manpower policies, with which he has been strongly involved.

"The coming years may require us to make several painful decisions," the director of the National Commission on Employment and Underemployment Statistics said. "It would be unwise to act as if supply and demand relating to vocational education will be in a state of bliss in the near future."

A morning session speaker, Seattle-First National Bank economist Miner Baker, said it was not enough just to plan but "plan frequently" in light of shifting economic data.

Representatives of high schools and vocational training institutes attending Wednesday's symposium will meet again today at a conference sponsored by the Superintendent of Public Instruction.

(Article by Rick Bonino, Spokesman-Review)

VOCATIONAL SYMPOSIUM

April 26, 1978

PARTICIPANTS

Leslie R. Adams
Area Voc. Director
Tri-City School Dist.
200 So. Dayton St.
Kennewick, WA 99336

Hugh Albrecht
Site Director
Occup. Skills Center
18010 8th Ave. So.
Seattle, WA 98148

Donald Anderson
Voc. Director
Omak School Dist.
P.O. Box 833
Omak, WA 98841

Harold Anderson, Director
Veterans Educ. and Training
Bldg. 17 Airdustrial Park
Commission for Voc. Ed.
Olympia, WA 98504

John Anderson, Supervisor
Fire Service Training /CVE
Bldg. 17 Airdustrial Park
Olympia, WA 98504

Michael Anderson
Voc. Admn.
Voc. Admn.
Inchelium School Dist.
Inchelium, WA

Mourine Anduiza
Voc. Admn. Intern
Central Kitsap High School
P.O. Box 8
Silverdale, WA

Mrs. Connie Bader
Voc. Admn. Intern
Tri-City Interdistrict Voc.
5316 Livingston
Pasco, WA 99301

William A. Bakamis
Coordinator, Voc. Ed.
Dept. of Educ., W.S.U.
Pullman, WA

Robert L. Beardemphl
Asst. Dean, Occup. Educ.
Highline Community College
Midway, WA 98031

Herbert Bell
Sup., Ind. Arts & Career Ed.
SPI
Old Capitol Bldg.
Olympia, WA 98504

Chester D. Blake
Graduate student
A-3 Valley Crest Village
Washington St. Univ.
Pullman, WA 99163

James Blue
Voc. Program Coordinator
S.B.C.C.E.
319 E. 7th Ave.
Olympia, WA 98504

Edmund Bock
Sup. of Voc. Educ.
Evergreen School Dist.
13905 N.E. 28th St.
Vancouver, WA 98662

Dr. Nancy Borchgrevink
Dean of Instruction
1701 Broadway
Seattle Central Com. College
Seattle, WA 98122

Mary Bossen
Instructor
Wenatchee High School
Wenatchee, WA 98810

Marily Brachtenbach
Senate Higher Ed. Com.
Olympia, WA

Joseph Brisson
Vocational Director
North Shore School Dist.
Bothell, WA 98011

James Brooks
Supervisor Voc. Ed.
Vancouver School Dist.
605 N. Devine Rd.
Vancouver, WA 98661

Al Buremester
Vocational Admn. Intern
N. Thurston School Dist.
6202 Pacific Ave.
Lacey, WA 98503

Virgil Burger
Voc. Director
Ocean Beach Sch. Dist.
Box F
Ilwaco, WA

Shirley Caldwell
Voc. Certification Specialist
SPI
Old Capitol Bldg.
Olympia, WA 98504

Charles D. Campbell
Vocational Admin.
Tacoma High School
18200 S.E. 240th
Kent, WA 98031

Jim Cantrell
Coordinator of Voc. Ed.
Auburn School Dist.
915 Fourth St. N.E.
Auburn, WA 98002

James Cappelli
Voc. Director
Clover Park School Dist.
4500 Stelacoom Blvd. S.W.
Tacoma, WA 98499

Jan Carlson
Director
Sno Isle Voc. Center
3523 Shore Ave.
Everett, WA

Duane Carlton
Assoc. Dean of Instr.
Olympic College
Bremerton, WA

Elton Chase
Executive Director
Wash. Occup. Info. Center
Evergreen State College
Olympia, WA

Gary B. Clyde
Program Manager
P.O. Box A
Lake Washington Voc. Tech.
Kirkland, WA

Robert Cole
Director, Voc. Ed.
Snoqualmie Valley Sch. Dist.
P.O. Box 400
Snoqualmie, WA 98065

Ray Cooper
Voc. Admn. Intern
Box 38
Wapato School Dist.
Wapato, WA 98951

Dennis D. Coplen, SR.
Executive Director
State Adv. Council on Voc. Ed.
120 E. Union, Rm 207
Olympia, WA 98504

George R. Cummings
Assoc. Dean of Instr.
Ft. Steilacoom Com. College
9401 Farwest Dr. S.W.
Tacoma, WA 98498

Alvin Danielson
Adm. Asst. for Instr.
Wash. State Com. College
N. Greene St.
Spokane, WA 99207

Ray Darby
Planner
Employ. & Trng. Div. (CETA)
Rm. 108 Gen. Admn. Bldg.
Olympia, WA 98504

Mildred Davido
Vocational Director
Granger High School
Rt. 1 Box 28
Zillah, WA

Wayne R. Davis
Vocational Director
Zillah School Dist.
Zillah, WA 98953

Carl G. Devin
Assoc. Dean of Instr.
Lower Columbia College
1600 Maple
Longview, WA

Dr. Wayland DeWitt
Dean of Instruction
Walla Walla Com. College
500 Tausick Way
Walla Walla, WA 99352

Dr. Eldon J. Dietrich
President
Walla Walla Com. College
500 Tausick Way
Walla Walla, WA 99362

Naomi Duke
Sen. Higher Educ. Com., Staff
Olympia, WA

Bob Eckert
Vocational Director
Othello School Dist.
800 So. 10th
Othello, WA 99344

Richard J. Edelman
Automotive Instructor
Sedro Woolley High School
3rd & Nelson
Sedro Woolley, WA 98284

Bob Eley
Director, Voca. Educ.
Wenatchee Valley College
1300 Fifth Street
Wenatchee, WA 98801

Wilhelmine Erickson
Supervisor, Fiscal Management
Bates Voc. Tech.
11018 Yakima Ave.
Tacoma, WA 98466

Darrell A. Estep
Division Chairman
Business & Engineering
Related Occupations
Olympic College
16th & Chester
Bremerton, WA 98310

William Evans
Assoc. Dean of Occup. Educ.
Columbia Basin College
2600 N. 20th
Pasco, WA 99301

Phyllis Everest
Division Chairman
Spokane Falls Com. College
Spokane, WA 99207

John C. Fischer
Director of Instruction
OTCC
8366 6th Ave. E.
Tacoma, WA 98499

Roy Flores
Director, Minority Affairs
State Board for Com. College Educ.
319 Seventh Avenue
Olympia, WA 98504

Donald E. Flower
Vocational Director
Federal Way School Dist. No. 210
314 28th Avenue S.
Federal Way, WA 98003

Lawrence L. Galloway
Vocational Director
Issaquah School District
Box L
Issaquah, WA 98027

Doris Gerber
Director, Bus. & Office Educ.
SPI
Old Capitol Bldg.
Olympia, WA 98504

Dr. Donn Gilbert
Director, Voc. Educ.
Mukilteo School Dist.
9401 Sharon Dr.
Everett, WA 98204

Al Green
Director Voc. Educ.
Clover Park Voc. Tech.
4500 Steilacoom Blvd. S.W.
Tacoma, WA 98499

Edie Grube
Voc. Admn. Intern
Kent School Dist.
23480 120th Ave. S.E.
Kent, WA 98031

Sam C. Guess, Senator
Senate Higher Educa. Com.
W. 408 33rd
Olympia, WA

Rodney P. Hahn
Vocational Director
Newport School Dist.
Box 271
Newport, WA 99156

Ray Haines
Vocational Director
Seattle Central Com. Col.
1701 Broadway
Seattle, WA 98122

Millard E. Hale
3007 Carpenter Loop S.E.
Olympia, WA 98503

Homer Halverson
Director, CVE
Bldg. 17 Airdustrial Park
Olympia, WA 98504

Joyce Hamilton
Supervisor
Home & Family Life Educ.
Edmonds School Dist.
3800 196 S.W.
Lynnwood, WA 98036

Richard Hare
Voc. Admn. Intern
Pasco School District
1925 Riverview Dr.
Pasco, WA 99301

Raymond L. Harry
Voc. Educ. Program Coord.
State Brd. for Com. Col. Ed.
319 7th Ave.
Olympia, WA 98504

James M. Hensley
Vocational Coordinator
West Valley Sch. Dist.
N. 2805 Argonne Rd.
Spokane, WA 99206

Arnold Hiebert
Instructor
Spokane Com. College
Rt. 1 Box 135
Coeur d'Alene, Ida. 83814

Ray A. Hunt
Instructional Specialist
Adult Cor. D.S.H.S.

Richard S. Howell
Voc. Admn. Intern
Kelso School Dist.
1904 Allen St.
Kelso, WA 98626

Richard Huselton
Admn. Asst.
Curriculum/Instruction
Marysville School Dist.
4220 80th St. N.E.
Marysville, WA

Gil Iverlein
Program Specialist
CVE
Olympia, WA

Nancy L. Johnson
Dir. of Home & Fam. Life Educ.
SPI
Old Capitol Bldg.
Olympia, WA 98504

Gabe Joseph
Voc. Coord., Wn. St. Pen.
Walla Walla Com. College
500 Tausick Way
Walla Walla, WA 99362

Harvey Kaul
Dir., Kitsap Pen. Skill Cnt.
300 N. Montgomery
Bremerton, WA

Keith Kirkbride
Dir., Voca. Programs
Spokane Com. College
W. 3410 Ft. George Wright Dr.
Spokane, WA 99204

Richard Klein
Dean of Instruction
Bellevue Com. College
4741 Somerset Dr. S.E.
Bellevue, WA 98006

Lev Kline
Administrative Support
Clover Prk Voc. Admin. Intrn. Proj.
4500 Steilacoom Blvd. S.W.
Tacoma, WA 98499

Dale B. Lauridsen
Assoc. Director
L.H. Bates Voc. Tech.
1101 So. Yakima
Tacoma, WA 98405

Bob Leingang
Distributive Ed. Supervisor
SPI
Old Capitol Bldg.
Olympia, WA 98504

Lyle Lindelien
Vocational Director
Port Angeles Sr. Hg. Sch.
304 E. Park
Port Angeles, WA 98362

Malcolm Lindquist
Vocational Educ. Director
Mercer Island School Dist.
6720 81st S.E.
Mercer Island, WA 98040

Collum C. Liska
General Manager
Division Admn., CVE
401 W. 17th Ave.
Olympia, WA 98501

Marcis Lynch
Wash. Voc. Assn Ex. Director
409 E. Bates
Tumwater, WA 98501

Phyllis Marble
Assoc. Dean of Instruc.
Lower Columbia College
Longview, WA

Homer A. Mattson
Supervisor, Voc. Ed.
Spokane School Dist.
W. 825 Spokane Falls Blvd.
Spokane, WA 99206

LeRoy A. McCartney
Director DE/DO
SPI
Old Capitol Bldg.
Olympia, WA 98504

Carolyn McCalden
Senate Higher Educa Com, Staff
Olympia, WA

Richard McConaughy
Director of Counseling
Olympic College
16th & Chester
Bremerton, WA

Kenneth McDonald
Director Vocational Educ.
Shoreline School Dist.
N.E. 158th and 20th Ave. N.E.
Seattle, WA 98155

Bob McFarland
Dean of Instruction
Highline Community College
Midway, WA 98031

Dorothy Medgard
Director
Voc. Educ. Services / CETA
Bldg. 17, Airdustrial Park MS LS-10
Olympia, WA 98504

Philip Medgard
Voc. Administrator, SPI
3243 Capitol Blvd.
Olympia, WA

Jerry Merrill
Dean of Instruction
Wenatchee Valley College
1300 Fifth St.
Wenatchee, WA 98801

Robert L. Metcalf
Director, Occupational Ed.
Clark Community College
1800 E. McLouglin Blvd.
Vancouver, WA 98663

Dennis Milliken
Voc. Ag. Instructor
Standwood School Dist.
28531 State Rd. 530
STandwood, WA 98292
Standwood, WA 98292

Fred Miner
Consultant
Voc. Ed. /Voc. Admn.
internship Coordinator
Clover Park Voc. Tech
4500 Steilacoom Blvd. S.W.
Tacoma, WA 98400

Kenneth J. Minnaert
Director of Instruction /
Voc. Education
Olympia Rech. Com. College
2011 Mottman Rd. S.E.
Olympia, WA

Gary M. Mitchell
Technical Supervisor
SCC
N. 1810 Greene St.
Spokane, WA

Richard G. Moe
Vocational Admin.
SBCCE
319 7th Ave.
Olympia, WA 98503

Dick Mogg
Dean of Instruction
Fort Steilacoom Com. College
9401 Far West Dr. S.W.
Tacoma, WA 98498

William Mohler
Vocational Administrator
Clover Park Voc. Tech.
4500 Steilacoom Blvd. S.W.
Tacoma, WA 98499

James Montzheimer
Admin. Asst. for Spec. Programs
Shoreline Com. College
16101 Greenwood N.
Seattle, WA 98133

William T. Moran
Vocational Director
Edmonds School Dist.
3800 196th S.W.
Lynnwood, WA 98036

John C. Mundt
State Director, SBCCE
319 Seventh Ave.
Olympia, WA 98504

Ronald L. Needham
Division Chairman
Spokane Falls Com. College
Spokane, WA

Kent Neeley
Dir. Vocational Education
Longview School Dist.
28th & Lilac St.
Longview, WA 98632

Richard Nowadnick
Dean of Instruction
Skagit Valley College
2405 College Way
Mount Vernon, WA 98273

Dr. Merrill M. Oaks
Wash. State University
Pullman, WA

Senator Gary Odegard
20th District, D
Chairman, Majority Caucus
Secretary, Legislative Budget
Member of Higher Education &
Ways and Means Committees

C.J. Olee
Special Education Admin.
SPI
Old Capitol Bldg.
Olympia, WA 98504

Stanley Omdal
Vocational Director
Sedro Woolley School Dist.
2079 Cook Road
Sedro Woolley, WA 98284

Gloria Owens
Home & Family Life Admin.
Bellevue Community College
4741 Somerset Dr. S.E.
Bellevue, WA 98006

Kenneth Owens
Vocational Administrator
SPI
Old Capital Bldg.
Olympia, WA 98504

Joaquin S. Pangelinan
W.S.U. Grad. Stu. -- EPDA Fellow
16 E. South Fairway
Pullman, WA 99163

Norma J. Parton
Vocational Director
Grandview School Dist.
P.O. Box 10
Grandview, WA 98930

James R. Peterson
Coordinator Occup. Educ.
Walla Walla Com. College
500 Tausick Way
Walla Walla, WA 99362

Ron Petersen
Director, Continuing Educ.
OTCC
2011 Mottom Rd.
Olympia, WA

Mary Liebermann Phillips
Assoc. Dean -- Voc. Educ.
Edmonds Community College
20000 6th Ave. W.
Lynwood, WA 98036

Henry Polis
Voc. Program Coordinator
SBCCE
319 7th Ave.
Olympia, WA

Frank Price
Community College Board
319 7th Ave.
Olympia, WA 98504

Ross Regan
Graduate Student
W.S.U.
Pullman, WA

Dr. Robert Rhule
Dean of Instruction
Tacoma Community College
5900 S. 12th St.
Tacoma, WA 98465

Phillip E. Ricker
Assoc. Dean of Voc. Educ.
Yakima Valley Com. College
16th & Nob Hill Blvd.
Yakima, WA

Gene Rieger
Supervisor Extension Service
Wash. Com. College -- Dist. 17
4621 W. Vista
Spokane, WA 99206

R. Robert Risinger
Tri-District Vocational Director
Raymond School District
1016 Commercial St.
Raymond, WA 98577

Robert C. Roberts
Vocational Director
Ferndale School Dist.
Ferndale, WA

William Roberts
Vocational Director
Ferndale School Dist.
Ferndale, WA

Dennis Roley
Grants Management
CVE
Bldg. 17 Airdustrial Park
Olympia, WA 98504

Milton S. Rouse
Adm. Director
L.H. Bates Voc. Tech.
1101 So. Yakima Ave.
Tacoma, WA 98405

Phil Royer
Supervisor, Vocational Educ.
Bremerton School Dist.
902 E. 30th St.
Bremerton, WA 98310

Owen Shadle
Voc. Tech. Teacher Educator
Central Wash. St. University
Hogue Tech. Bldg.
Ellensburg, WA

Gordon F. Simmons
Assoc. Dean, Voc. Educ.
Grays Harbor College
Aberdeen, WA

Suzanne Simonson
Voc. Admin. Intern
12662 N.E. 134
Kirkland, WA 98033

Georgiale Smithpeters
Coordinator, Vocational Educ.
Spokane Public Schools
W. 825 Spokane Falls Blvd.
Spokane, WA 99201

Max Synder
Dist. Pres. No. 17
Wash. C.C. No. 17
N. 2000 Green
Spokane, WA 99207

Wilbur M. Snyder
Vocational Administrator
Clover Park Voc. Tech.
4500 Steilacoom Blvd. S.W.
Tacoma, WA 98499

Robert R. Sparks
Vocational Administrator
Bethell School Dist.
Rt. 2 Box 300
Eatonville, WA 98328

David Steele
Vocational Director
North Thurston School Dist.
Lacey, WA

Jack Stenhjem
Chrmn., Division of Soc. Sciences
& Service Occup.
Olympic College
16th & Chester
Bremerton, WA

Lorraine Stephan
Assoc. Dean, Occup. Educ.
Tacoma Community College
5900 So. 12th St.
Tacoma, WA 98465

Reuben Stueckle
Director, Vocational Educ.
Puyallup School Dist.
P.O. Box 370
Puyallup, WA

Don Susak
Area Vocational Director
Grays Harbor Coop.
216 No. E St.
Aberdeen, WA 98520

Al Suver
Assoc. Dean of Instruction
Vocational Director's Council
Bellevue Community College
3000 Landerholm Circle S.E.
Bellevue, WA 98007

Harold Taylor
Dean of Instruction
Green River College
Auburn, WA

Hilda Thompson
Coordinator, Developmental Educ.
Walla Walla Com. College
500 Tausick Way
Walla Walla, WA 99362

Alyce Tobey
Program Supervisor, Health
Occupation Educ.
SPI
Old Capitol Bldg.
Olympia, WA 98504

Swede Turnquist
Vocational Educ. Administrator
Clover Park Voc. Tech.
4500 Steilacoom Blvd. S.W.
Tacoma, WA 98499

Neil D. Uhlman
Assoc. Coord., Council for
Post Sec. Educ.
908 E. Fifth
Olympia, WA

Steven L. VanAusdile
Director, Occupational Educ.
Walla Walla Com. College
Walla Walla, WA 99362

Leon H. Van Doren
Dean of Instruction
Big Bend Community College
Andrews & 24th Sts.
Moses Lake, WA 98837

Beth L. Vertrees
Graduate Student
W.S.U.
B-3 Valley Crest Village
Pullman, WA

Les Vierra
V.P. for Instruction
Yakima Valley Com. College
Yakima, WA

John R. Walker
Assist. Director
Office Financial Mang.
Olympia, WA

Elaine Walter
Vocational Director
Fife School Dist.
5616 20th St. E.
Tacoma, WA

Alex Wasisco
Vocational Director
Enumclaw School Dist.
226 Samanski
Enumclaw, WA

Ken Watson
Vocational Coordinator
Marysville School Dist.
4220 80th St. N.E.
Marysville, WA 98270

Roy Watson
Assoc. Dean, Voc. Educ.
Green River Com. College
12401 S.E. 320th St.
Auburn, WA 98002

Earl C. Weber
Dean of Instruction
Tech. & Applied Arts
North Seattle Com. College
9600 College Way No.
Seattle, WA 98103

David W. Weig
Chief Economist
House Office Bldg.
Office of Financial Mgmt.
Olympia, WA

Lon Wheeler
Vocational Director
Kelso / Kalama Schools
8th & Church Sts.
Kelso, WA 98626

Richard White
President
Shoreline Community College
16101 Greenwood No.
Seattle, WA 98133

John Willmarth
Coordinator, Vocational Educ.
Olympia School Dist.
1113 East Legion Way
Olympia, WA 98501

Floyd Winegar
Director, Voc. Educ.
Upper Yakima Valley Voc. Coop
104 No. 4th Ave.
Yakima, WA

Roger Wing
Vocational Director
Bellevue Public Schools
310 102nd N.E.
Bellevue, WA 98004

Charles O. Wolther, Jr.
Director, Voc. Educ.
Evergreen School Dist. 114
13905 N.E. 28th St.
Vancouver, WA 98662

Jay Wood
Administrator, Voc. Program Dev.
SPI
Old Capitol Bldg.
Olympia, WA 98504

Matt Wright
Dean of Instruction
Spokane Falls Com. College
Spokane, WA

Dr. Ben Yormark
Vocational Director
Highline School Dist.
15675 Ambaum Blvd. S.W.
Seattle, WA 98166

Joe Young
Trade & Ind. Supervisor
Spokane Com. College
720 W. 23rd
Spokane, WA

Sue C. Zimbrick
Student, University of Idaho
733 E. 7th St.
Moscow, Idaho 83843

George L. Zimmerman
Vocational Director
South Kitsap Schools
2632 Cedar Lane S.E.
Port Orchard, WA 98366

When dealing with students, always remember that they are the most important people in our business. Students are not an interruption in our work -- they are the purpose of it. Students do us a favor when they call upon us. We are not doing them a favor when we serve them. Students are not cold statistics. They are flesh and blood human beings with feelings and emotions like our own. Students are not a name, or a face, or a number, but they are individuals. Students are people who bring us their wants. It is our job to fill those wants. Students are the lifeblood of this or any other business, and students deserve the most courteous and attentive treatment we can give them.